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THOUGHTS

ON THE

PRESENT COLLEGIATE SYSTEM

IN THE

UNITED STATES.

BY

FRANCIS WAYLAND.

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PREFACE.

THE following pages are submitted to the public with great diffidence because they propose changes; and the author has lived too long to be a passionate admirer of innovation. Let it however be remembered that he merely suggests the points to be aimed at where alterations are to be made; leaving the time and manner and degree of alteration to the decision of those whose duty it is to judge of the circumstances in each particular case. Should he have done no more than direct attention to the questions here discussed, the labor which he has bestowed will not have been wholly mis-spent.

These pages have been written amidst frequent interruptions arising from pressing Collegiate engagements, as well as from unusual public anxiety. They have been printed at so great a distance from home, that the author has been unable to revise the proofs with all the care that he could wish. With all their imperfections, he offers them as an humble contribution to the cause of Collegiate Education.

Brown University, August 1, 1842.

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THOUGHTS

ON THE IMPROVEMENT OF

COLLEGIATE EDUCATION.

CHAPTER I.

IMPORTANCE OF THE SUBJECT; ATTEMPTS TO IMPROVE OUR COLLEGIATE SYSTEM.

THE opinions at present entertained on the subject of education afford us a decisive proof that the movement of civilization is onward. Throughout all protestant nations, the obligation of the community at large to make provision for the instruction of the young, is very commonly admitted. Nor is this conviction confined to those forms of social organization which more closely resemble our own. On the contrary the almost unlimited monarchy of Prussia has been foremost in this good work. France is laboring with zeal and efficiency in the same cause. Great Britain has already made a good beginning and will doubtless before long do something worthy of the rank which it holds among civilized nations; while, in our own country, the constitu-

tion of our General Government is founded upon the presumption that every man is possessed of some degree of education; and every State in the Union acknowledges its obligation to provide the means by which every citizen shall be taught the rudiments of knowledge, at least so far as to reveal to him the treasures of science in his own language, and place in his hands the power of indefinitely improving himself.

I have remarked that this fact denotes the progress of our race in the career of civilization. It teaches us that the principles of benevolence are becoming better known, and that the obligations of benevolence are also more widely acknowledged. He who is willing to spend his property for the purpose of elevating the intellectual character of his remotest fellow citizen is surely a better man than he who cares for the improvement of no being beyond the circle of his own family. The nation which has risen from the low level of individual aggrandizement to the high ground of universal philanthropy has presented a new claim to our grateful veneration. It shows that every man has come to entertain a more heartfelt respect and a profounder love for his brother, that the fountain of good-will has gushed up from a deeper recess in his bosom, and that the stream is fresher, purer and more abundant. Charity is always lovely; but when it penetrates the very substance of a whole society, and becomes an essential element of national character, without losing aught of its beauty, it partakes largely of the sublime.

The increasing attention to the general diffusion of the means of education shows us also that mankind are growing wiser as well as better. It is a convincing proof that the views which once were peculiar to far sighted and meditative men have now become common to the whole community ; that, instead of contending with evils as they throng upon us on every side, we are resolved to dry up the sources from which they emanate ; that, extending our views beyond the narrow limits of the present, we are seeking to learn lessons from the past and are reaching forward to wield for purposes of good the destinies of the future. It is thus alone that we can lay deep and broad the foundations of the social fabric and render certain the progress of men in virtue and intelligence. It is thus that goodness becomes so nearly allied to wisdom, and this alliance is the more closely cemented, as wisdom is more profound and goodness more intense and more universal.

It may I suppose be taken for granted that the settled policy of the United States is to furnish the means for obtaining a common English education to every citizen, and to improve that education from time to time without any assignable limit. It may then be hoped that within a short time every American citizen will be able to read, write, and keep accounts, and that at no very distant period he will also be familiar with all the more important branches of elementary knowledge. Our resources must be strangely misap-

plied, and our efforts cursed with suicidal blindness, if these anticipations be not to a considerable degree realized within the experience of the present generation.

It is too obvious to require extended remark that the universal diffusion of the means of common education cannot be accomplished without creating a great demand for education of a higher grade. If a population of five millions of children and young persons are to be taught, we shall need more than an hundred thousand teachers to instruct them. Our common schools will also be almost worthless unless they be well taught. If teachers are ignorant, the office of teacher will soon sink into contempt. Our schools instead of being filled with pupils from every class of society, as they ought to be, will contain only the children of vagrants and mendicants. They will lose all favor with the yeomanry of the country, who will soon tire of supporting an institution from which their children can derive no benefit. Thus the common school system would prove a failure and all our efforts to promote its success become abortive. It is manifest then, that if a system of general education be adopted, it can only be sustained by providing a competent supply of well instructed teachers. And if it be asked how high should be the standard of attainment for persons of this profession, I answer the same as that for persons of every other profession. There can be no reason assigned why the instructor of a neighborhood, he to whom is committed the

office of forming the minds of our children, should not be as well educated and intelligent a man as our Lawyer, our Physician or our Clergyman.

I by no means suppose the whole duty of a teacher to be fulfilled by the performance of the labors of the school room. If a suitable person be engaged for this office, and if the station be rendered permanent and sufficiently attractive by the social consideration which properly belongs to it, a multitude of indirect benefits will naturally follow. Such an instructor would be the friend and companion of his pupils after the relation of master and scholar had terminated. He would encourage and direct the studies of those who wished to pursue their investigations by themselves. He would cultivate science and stimulate his neighbors to literary acquisition by the delivery of lectures, the formation of libraries and every other means of popular improvement. In this manner a class of professional men would be raised up among us whose influence would be felt most benignly over every class of society, and of whose labors the benefit would be incalculable. Such a system therefore, in order to be in any eminent degree successful, involves the necessity of a class of higher seminaries, seminaries capable of teaching teachers, in other words institutions for professional education.

Besides, I suppose it self evident that no nation can derive the benefit which God intended from the intellect which he has conferred upon it, unless all that intellect, of what sort soever

it be, have the means of full and adequate development. The rare and more precious gifts of God are surely not the only ones that are to be thrown away as useless. The gigantic and far searching mind which can discover and apply the laws of nature, is at least as important to society as the more common mind which can only make use of the law after it has been discovered. I have a strong conviction of the importance to a nation of the labors of its ship builders and machinists; but I ask would they have clothed the civilized world with garments, and subjected the ocean to steam, and peopled the valley of the Mississippi with nations without the directing genius of Arkwright, and Watt, and Whitney, and Fulton. The army of Italy which annihilated in rapid succession legion after legion of the veterans of Austria, was lying in its encampments, ill-fed, cowering, despairing and almost disbanded, until it was roused into energy by the unrivalled genius of the Emperor Napoleon. I honor the yeomanry of my country. I would confide in their integrity and good sense in preference to those of any men upon earth, but of what avail would be the trial by jury had there been no Washingtons and Franklins and Madisons to frame our constitution, and no Jays and Marshalls and Storys to unfold the principles of eternal justice, and hold steadily before the eyes of men the light of universal law. And thus must it be always. Whatever be the form of government, the very existence of society supposes that offices

must exist, demanding the highest order of intellect, cultivated by thorough discipline, and enlarged and ripened by profound acquaintance with whatever of truth the history of past ages has revealed for the instruction of man.

Nor is this necessity for elevated talent rendered less imperative by the general diffusion of knowledge. By this you may enable men the better to understand the principles by which they are to be governed, and the laws, by obedience to which, their condition may be improved; but something more than this is requisite in order to enable men to discover or to unfold those hidden truths, that lie at the foundation of national prosperity. Nay more; in every condition of society there will always be produced native talent, vast power of influencing mankind, united with restless, aspiring and insatiate ambition. And this talent will be unfolded in greater proportion as common education is more generally diffused. The question then, is not whether such talent shall or shall not exist. The only practical question is, whether these rare endowments shall be cultivated and disciplined and cautioned and directed by the lessons of past wisdom, or whether they shall be allowed to grow up in reckless and headstrong arrogance, and wear out the energies of society by perpetual agitation of all the baser passions of mankind. It is merely a question whether the extraordinary talent bestowed upon society by our Creator, shall be a blessing or a curse to us and to our children.

I feel however, that this part of the discussion need not be protracted to any greater extent. The importance of liberal education is fully admitted by every American citizen. Most of the older States have from the earliest period of their history devoted special attention to the establishment of Colleges and Academies. In many of them, institutions of this kind have been liberally if not munificently endowed. Many of our most distinguished private citizens have contributed largely of their property to the same object. In all the new States magnificent foundations have been laid for the endowment of Colleges and Universities. The American Almanac for this year, (1842,) contains a list of the Colleges in this country, amounting to one hundred and one in number. To these, additions will for some time to come, be annually made. The same work gives us a list of thirty-nine Theological Seminaries, ten Law Schools, and thirty-one Medical Schools. It may then safely be taken for granted that the people of this country are already deeply impressed with the importance of collegiate and professional education.

Taking this part for granted, I need offer no apology for the following remarks. If so much of the intellect and the wealth of this nation is most laudably devoted to the promotion of this branch of education; if it be the settled policy of the country to appropriate to it whatever its true necessities may require, if the stream of private munificence flows more readily in this channel

than in almost any other, it is of the utmost importance that all this expenditure of wealth and talent should be wisely directed. And yet more. Our institutions in this country are, to a considerable degree, in a state of formation. They are not yet hedged about by precedents which can never be abolished, nor bound up by statutes which can never be amended. With every year, however, change will become more and more difficult. A college must, of necessity, be in some sort a legally established foundation, and precedents and usages grow up more rapidly, and sink their roots deeper in this soil than in any other. And this is more particularly the case where a number of institutions are united together to accomplish a similar object. If formed on the same model, they create a necessity, to a considerable degree, of similarity of action. It is practically difficult for any one to deviate from the others, and hence a course which each one allows to be unwise, will frequently be persevered in by all, because no one is willing to incur the disadvantage of being the first to separate from the rest. Under these circumstances it cannot be out of place to enter upon a brief examination of the principles on which this part of our educational system has thus far proceeded.

The present system of collegiate instruction is very much the same throughout the United States. With but very few exceptions it consists of a four years course, terminating in graduation, all the students pursuing the same studies, the same labor

being required from all, and the same time being allotted to each. I merely allude in these few words to the character of the system, as I shall have occasion to explain its nature more fully in the following chapter. I here wish only to observe the universality with which this model has been copied. The older institutions have in no important respect ever ventured to deviate from it, and the new ones have considered their own organization perfect in just so far as they have been able to approximate to it.

In connexion with this fact it is proper to remark that for a very considerable period, a very general opinion has prevailed that something in the system required material modification.

At one time an attempt was made to supply what was believed to be a deficiency in the system of collegiate education by the establishment of Gymnasia or High Schools. In several instances gentlemen of ripe and varied learning, with much knowledge of the systems of European education, were induced to connect themselves with seminaries of this character. Teachers in abundance and of high reputation were secured, and pupils in great numbers resorted to them for instruction. But in a few years these experiments totally failed. Parents were, I believe, more dissatisfied with them than with the colleges which it was at one time supposed they would supplant. Next followed Military High Schools, or seminaries for instruction in the higher branches of learning, formed after the model of the U. S. Military

Academy at West Point. These very rapidly followed the course of the Gymnasia; their buildings were deserted, and I believe that in a few years the establishments themselves generally came under the hammer.

These seminaries were commonly very expensive, and their advantages were of course confined exclusively to the children of the wealthy. This was considered by many persons as the cause of their failure. The next experiment was varied in this respect, and Manual Labor Schools were established. The benevolent were called upon to invest a large amount of property in buildings and land, with the expectation that students would be able by their own labor to support themselves, while acquiring a liberal education. These institutions also flourished, until the investments had all been consumed, and they then shared the fate of their predecessors. No one of them, I believe ever produced at the best more than two or three per cent. on the principal, so that it would have been far more economical to have placed the original capital at ordinary interest, and have bestowed the proceeds upon persons deserving of the charity. The money thus squandered has not however been wholly thrown away. It has taught good men to examine somewhat more carefully into the rationale of schemes of benevolence, and has served to demonstrate that no man can devote the time necessary for acquiring a professional education without the expenditure of money. If he do not pay for it himself he must by some

means or other induce his neighbors to make the payment for him.

These various modifications in the form of institutions for education in the higher branches of education having failed to answer the expectations of the public, nothing remained but to attempt to improve the colleges themselves. The forms in which this attempt has been made are various, and they have been attended with various degrees of success. Some few of them are deserving of a passing notice.

It has been said that the course of study in our colleges was formed in a remote age, and that it is adapted only to a state of society very different from our own. Specially has it been urged that the study of the *classics* is at best but useless, that it has no relation to our present duties and every day engagements, and that the time devoted to it had much better be employed upon the study of the Modern Languages. Besides, it has been said that our collegiate course should extend its benefits to merchants, manufacturers, and every class of citizens. These persons desire the honors of a degree as much as others. They do not however wish to waste their time in the study of the classics, and therefore the studies required of the candidate for a degree should be accommodated so as to meet these their reasonable wishes. It was predicted that as soon as this change should be made, our colleges would be crowded with those who were anxious to avail themselves of these advantages and to obtain the honor of a degree.

In obedience with these suggestions a change was made some years since in the studies of some of our colleges. Both a classical and scientific course were established, the first requiring the study of the Learned and the other substituting in their room the Modern languages. Teachers were engaged, classes were divided, each student had his option, and all who wished were invited to become candidates for a degree upon these modified conditions. But what was the result? No one came to accept of what was thus freely offered. The system dragged for a few years, and then perished from mere inanition.

Very much the same course has been pursued in regard to the higher mathematics. The same objections were made to this branch of a liberal education, and it has been proposed to substitute in their place the study of history or of natural science. To a considerable degree this experiment has been combined with the other, and with very much the same result. The colleges so far as I know, which have obeyed the suggestions of the public, have failed to find themselves sustained by the public. The means which it was supposed would increase the number of students in fact diminished it, and thus things gradually after every variety of trial have generally tended to their original constitution. So much easier is it to discover faults than to amend them; to point out evils than to remove them. And thus have we been taught that the public does not always know what it wants, and that it is not always wise to take it at its word.

But as the number of students in most of our colleges was commonly much less than could be desired, and as colleges have steadily continued to multiply, it was next supposed that the reason why they were not more numerously attended was the high price of tuition. The price of a collegiate education, however, it may be remarked in passing, has always been exceedingly low in this country. It is, and has long been much less than that of private tuition; and the officers of colleges are always remunerated at a much lower rate than other professional men. Still it was believed that collegiate education would be in a more prosperous condition if tuition could be much more nearly given away. When the number of students in a college began to diminish so that the pittance granted to instructors could no more be doled out, an effort was next made to raise additional funds for the support of instructors. This fund has sometimes been used for the endowment of professorships, and sometimes for the general reduction of tuition or for the support of indigent students. Very large sums have been from time to time appropriated to this purpose. This of course will partly remedy the evil. When a valuable consideration is to be given away, it is not generally difficult to find persons willing to accept of it.

In this manner there is no doubt that a college may be supported. If after buildings have been erected, and a considerable amount of funds invested, and the teachers remunerated at the lowest

possible rate, pupils cannot be attracted in sufficient numbers to support the establishment, we may yet be allowed to draw upon the charities of the public to make up the deficiency, the system may doubtless be sustained. And this is I believe at present the very general condition of colleges among us. I doubt whether any one could attract a respectable number of pupils, however large its endowments and however great its advantages, did it charge for tuition the fees which would be requisite to remunerate its officers at the rate ordinarily received by other professional men. In some of our colleges education is given away to every person who enters the plea of indigence. Others are in possession of funds appropriated to a considerable amount to this purpose. In most of them, candidates for the ministry are educated gratuitously or at a great reduction from the ordinary charge for tuition. In this manner collegiate education has come to be considered to a very great extent a matter of charity; and the founding of a college consists not so much in providing means for higher education, and thus elevating the general standard of intellectual attainment, as the collecting of funds for eleemosynary distribution, by which those who desire to pursue the course which we have marked out may be enabled to do so at the least possible cost.

Now I cannot but look at this as an unnatural state of things. Let a man reflect upon the wages of labor in this country, at the ease with which industrious men in every occupation arrive at com-

petence, let him pass through our streets and enter our houses and inspect our modes of living and he will surely say that a very large portion of our people are able to meet the expenses of bestowing upon their children as good an education as they can receive with advantage. There does not appear from our outward circumstances any reason why a man should not pay a fair price for the education of his son just as he pays a fair price for the education of his daughter; or for the furniture, the carpets, the pianos, the mirrors of his parlor, or the implements, the stock, and the acres of his farm. Nor can it be said that as a people we are unaware of the advantages of knowledge. In all our cities and towns, the private instructor is liberally paid. There are certainly all the elements in existence out of which must arise a strong desire for the intellectual improvement of our offspring. And yet while this is the fact we find all around us very large investments made for the purposes of public education, the interest of their investments is bestowed upon the public, and yet we cannot induce men to pursue a collegiate course unless we offer it vastly below its cost, if we do not give it away altogether.

From the preceding facts I think we are warranted in coming to the following conclusions. First, that there is in this country a very general willingness both in the public and on the part of individuals to furnish all the necessary means for the improvement of collegiate education. Second, that the present system of collegiate edu-

tion does not meet the wants of the public. The evidence of this is seen in the fact that change after change has been suggested in the system without however any decided result, and still more from the fact that although this kind of education is afforded at a lower price than any other, we cannot support our present institutions without giving a large portion of our education away. Third, that this state of things is neither owing to the poverty of our people nor to their indifference to the subject of education. Our citizens seem really more willing to educate other men's sons than their own, to provide the means of education rather than to avail themselves of them after they have been provided. Now, do not these facts indicate the necessity of some change in our educational system. A liberal education is certainly a valuable consideration. Can it not be made to recommend itself; so that he who wishes to obtain it shall also be willing to pay for it? Cannot this general impression in favor of education be turned to some practical account, so that the system may be able to take care of itself? Or at any rate, if after all that has been done we remain without having effected any material change, may it not be well to examine the whole system and see whether its parts may not admit of some better adjustment and work out a more perfect result. To pursue such an inquiry is the object of the following pages.

CHAPTER II.

THE PRESENT SYSTEM OF COLLEGIATE INSTRUCTION IN THE UNITED STATES.

In any combination whatever for the accomplishment of a specific purpose, there must of necessity be some arrangement of parts co-operating together so as to bring about the intended result. There must have been an original conception comprehending all the parts and the manner of their working. Thus when we speak of a system of government we refer to the general conception of its executive, judicial, and legislative functions, their powers and limitations, and the modes in which they accomplish their purpose. And it is evident that we can never judge correctly of the value of such a system, unless we are enabled to form a clear conception of its several parts and to observe their adaptation to the end for which they were designed.

The arrangements for public professional education, from the nature of the case, comprize a system in the manner above specified. They involve several varieties of official station, having

different and dissimilar functions, and each responsible to a different authority. Thus, for instance, a college is an endowed or eleemosynary institution, this endowment is vested in corporators who are under obligation to see that it is appropriated according to the will of the donor. The college has the power of conferring degrees, a power with which it is intrusted by the public and it is the business of these corporators in behalf of the public to inquire into the manner in which this power is exercised. There is, again, the faculty or executive officers of the college whose duty it is to instruct according to the statutes, and who are appointed by, and are responsible to, the corporators, or those officers who are intrusted with the visitorial power. Suppose all these powers to have been defined, and the system ready to go into effect, it may then be inquired what is it that is intended to be done, how is it to be done, and what are the means for carrying it into effect. In examining any collegiate system all these subjects of inquiry will naturally arise. They are manifestly of importance, and they may be treated of with the greater freedom because they have nothing whatever to do with individuals. They are abstract questions having simply to do with a system, and that system may be considered good or bad, wise or unwise, perfect or imperfect, without calling in question in the slightest degree the wisdom or the learning or the ability of those by whom the system is carried into effect. The question is not whether one man or another is or

is. not able and judicious, and praiseworthy, but, granting him to be all these, whether or not he might under another system accomplish more successfully the objects to the advancement of which he has devoted his talents.

It is very evident that our present collegiate system was derived immediately from that of Oxford and Cambridge Universities. Both involved the same points in every thing material. Both adopt the principles of established classes, to each of which a whole year of study is allotted; of a fixed course of study for every pupil; of considering every pupil a candidate for a degree; of residence within the college premises; and, of course of responsibility in the officers for the moral conduct of the pupil, and connected with this a provision for the students' board. In other words, every college is a large boarding school for pupils of an advanced age, providing for each student, board, lodging and oversight, and obliging every one to go through the same course of studies within the same time, and terminating, unless for some special cause, in the degree of Batchelor of Arts. In all these essential points of the system the English and American colleges exactly coincide.

The points of difference are few, and so far as the present discussion is concerned, unimportant. An English *College* does not confer degrees; these are conferred only by the University, a corporation at present constituted from the members of the several colleges collectively. The University gives no instruction, or next to none, but confers

degrees on those whom the colleges have instructed. Our colleges both furnish instruction and also confer degrees. If we were to isolate Trinity or St John's College, Cambridge, from the University, and grant to it the power of conferring degrees, we should have at once the model on which all our early New England colleges were constructed. Like the English colleges they were also originally established with only a President and Tutors. To these subsequently Professors were added; but this addition, though a material improvement, in no manner changed the system. It has greatly added to our means of instruction, but it has, in no respect, altered the relations which the various parts of a university sustain to each other.

The first colleges in this country were established by graduates from Cambridge and Oxford, and principally from the former. The more recent American colleges, were again established by graduates from the older ones, and thus, without reflection as to the adaptedness of this form to promote the purposes of education, it became the invariable model to which all our institutions have from time to time been conformed. With this brief notice of the history of our collegiate establishments, I shall proceed to examine the several parts of which they are composed, and the manner in which they attempt to accomplish their design.

1. *Of the Visitorial Power.*

It is obvious that if a large amount of public property, or of property which has been contributed or bequeathed by private charity for a public purpose be intrusted to special agents for the accomplishment of that purpose, some individual or corporation must exist, to whom these agents must be held responsible for the due discharge of their duties. In the case of a College, to this visitorial power properly belongs the oversight of the property of the institution, the appointment and removal of officers of instruction, the establishment of laws for the government of the society, and the general duty of ascertaining from time to time whether the ends desired by the founder or the State are accomplished. Sometimes a part of these duties are, by the terms of the foundation, differently appropriated, and the members of the college exercise, or are supposed to exercise, visitorial powers over themselves. This is evidently an abuse and is inconsistent with the well being of the institution. In this case, the visitorial power proper is more limited in its authority. It cannot then originate statutes and can do nothing more than see that the statutes, whatever they may be, are enforced. This is commonly the case with the English colleges. Every college has its visitor appointed by the statutes of the foundation, commonly the King, a Nobleman or Bishop, and his duty, if he really have any, is merely to see that the injunctions of the founder

are obeyed. I need scarcely add that in this case the authority is in general merely nominal.

In this country the visitorial power is almost universally vested in a corporation commonly denominated the Board of Trustees. Sometimes there are two or more boards and the visitorial power is divided betwen them. On this corporation, whether simple or complex, devolve the duties to which I have alluded in a preceding paragraph. They hold the property of the Institution, appoint and remove all officers of instruction and government, fix and alter their salaries, enact all laws, and see that these laws are carried into effect, or at least they assume the responsibility of performing all these duties. This corporation is created in the first instance by the Legislative act which grants the charter to the college, and they have the power, in most cases, of filling their own vacancies. The office is commonly for life. For the discharge of its duties these corporators are responsible to no one. If they do well they receive no praise, and if ill, no censure. They make no report of their proceedings, for there is no power to which they are amenable. They are wholly independent of all authority. They receive no payment for their services and are remunerated for their labors merely by the personal consideration which may be supposed to attach to their office.

I have said that the members of the Board of Trustees, in an American college hold their offices for life, and fill their own vacancies. This is

generally the fact. In a few cases they are appointed for a term of years by the Legislatures of the State by which the college is established, and in some other cases they are composed in part of the officers of government. These however are the exceptions. The general rule is as I have stated.

So far as I know, this corporation meets about once a year, at the time of the annual commencement. Their meeting commonly occupies but a portion of a day. In this time, vacancies in the Board of instruction, and in their own board are filled, the salaries of instructors are voted, they receive a general account of the condition of the college, attend to a few items of miscellaneous business, and their duties are discharged for the year. Every thing else appertaining to the working of the system is carried on by the officers of instruction. I ought to have added that all degrees are conferred by the Board of Trustees.

I have said, that occasionally, their exist two boards instead of one. I may add that to one of these not unfrequently, a more direct influence over the course of instruction is confided. In such a case, it sometimes happens that this board meets oftener, and that to it are occasionally referred matters of serious discipline, or proposed regulations in the course of study. This is however a modification of the form rather than of the fact. The corporators do not consider it necessary in this case more than in the other, to make themselves familiarly acquainted with the subject of

education. They are generally men of high professional standing, deeply immersed in business; and, relying, in the main, upon the superior practical knowledge of the senior officer of college, in general, yield an assent to his suggestions, and assist him more by dividing with him the responsibility than in any other manner.

2. *Of the Executive Officers of Colleges.*

These consist very generally of a President, Professors, and Tutors. The first two offices are held during good behavior, that is, unless some serious disqualification be proved, for life. The office of tutor is annual, and the incumbent generally holds it for two or three years, for the purpose, mainly, of perfecting himself in his classical and mathematical studies, previously to entering upon the immediate preparation for his profession.

On these officers devolves the whole labor of the instruction and government of the college. The president, besides being the principal executive officer, is generally charged with some department of instruction. To each professor is committed a particular department, although it is not uncommon, when the necessities of the college demand it, for one to take a share in the labors of another. The instruction given by the tutors is generally confined to the two lower classes. It is however commonly understood, in theory at least, that the professor is responsible for the instruction

in his department whether that instruction be given by himself or by a junior officer. It is therefore his duty to superintend the labors of the tutor and give to him all the advantage of his superior knowledge and experience. The care of the collegiate discipline is generally devolved upon the whole body of the faculty. Sometimes however the reverse is the case and a part of the officers of instruction have no other duty than that of teaching, while the discipline is confided to the others, or to persons specially appointed for this purpose.

These officers are all appointed by the corporation or Board of Trustees, or that body, by what name soever it may be called, which exercises visitorial power. Their salaries are, I believe, generally the same during their continuance in office, and are rarely if ever either increased or diminished in consequence of the success or the insufficiency of the incumbent. If the number of students in college increases, the additional receipts are devoted to the erection of buildings, the employment of other professors, or the reduction of the price of tuition, and not to the augmentation of the salaries of the present instructors. And as these salaries are commonly so small that to reduce them would oblige all the officers to resign, if the number of students becomes so far diminished that even the present salary cannot be paid, an appeal is at once made to the charity of the public to sustain the institution. This appeal is commonly made on the ground of the necessity of educating

young men for the office of the christian ministry; and it is commonly successful. A whole college faculty is thus sometimes for a considerable period supported in part by charity; their fees for tuition being sufficient to pay but a portion of their salary.

The assignment of the duties of the different officers, is, I believe, generally either left to themselves; or is adjusted by usage. No one has any supervision over any other, except in the case of junior officers already mentioned. The number of pupils attendant upon a particular professor is never influenced by his peculiar merits; inasmuch as every student is a candidate for a degree, and every candidate for a degree must attend the instructions of every teacher. Here is of course the smallest possible encouragement to individual exertion, and to elevated attainment since whether the teacher do much or little, whether he be successful or unsuccessful his emolument and the number of his pupils will remain almost unchangeably the same.

It might be supposed that when the system has thus removed all the ordinary stimulants to professional effort, it would supply their place by increased vigilance in the visitorial power. But this I believe is never done. The connexion between the visitorial and executive branches of instruction is, in this respect, so far as I know, almost a nullity. For all practical purposes it might almost as well never exist. A Board of Trustees too frequently neither knows, nor provides itself with the means of knowing any more about the

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internal working of the college, over whose destinies they are chosen to preside than any other men.

3. *Let us now consider for how much the College, thus constituted, assumes the responsibility.*

The portion of education conducted in a college is that which intervenes between the elementary studies of the academy and the immediate preparation for one of the three learned professions. In the academy are taught the several branches of an ordinary English education with such an acquaintance with the Latin and Greek languages as the college may require as the condition for matriculation. The college therefore assumes the responsibility of furnishing the knowledge required at the present day, in order to qualify a well educated man for the generous pursuit of his profession. This at present is understood to comprehend instruction beyond what has been acquired in the academy, in Latin and Greek, in the Mathematics to a considerable extent, in the various branches of Natural Philosophy, in Rhetoric, theoretical and practical, in various branches of Natural Science, and in Moral and Intellectual Philosophy together with their kindred sciences.—It cannot be denied that all this knowledge is desirable, and being desirable, the college undertakes to furnish it.

A broad distinction here should also be observed between the English and all other European Uni-

versities. The English Institutions not only furnish education, but also board and lodging for the student; hence assuming the responsibility of moral guardianship over him. For this purpose they were originally designed, and all their arrangements both material and intellectual were constituted accordingly. The form of an English college is always a quadrangle, or hollow square. To this square the entrance is by a single gateway, at which a porter is always in attendance, until a certain hour of the night. After the gate is closed, all ingress and egress are intended to be impracticable. If a student is out of his room at night, or if he return to it at a late hour, it is of course known to the officer to whom the student is responsible. Within the quadrangle all the students and officers reside. The officers were at first all monks, (for these were originally Catholic foundations,) and even now all the Fellows are prohibited from marrying. The students were in ancient times all boys. Corporal punishment was sometimes inflicted so late, it is said, as the time of Milton; and I have seen it stated that a law is now found in the statute books of one of the universities, prohibiting the undergraduates from playing at marbles in front of the Senate house. The students and officers all eat at a *common* table; hence the origin of the word commons. In fact, the whole establishment is constructed upon the plan of a common family, all the members inhabiting parts of the same edifice; the undergraduates being placed in the matter of education and discipline wholly under the care of the seniors.

The same plan as I have before intimated was adopted in the foundation of American colleges, but without the same means for carrying it into effect. The officers, here as well as abroad, assume the charge of the board and lodging, and of course of the moral discipline of the student. But our buildings are constructed with no regard to such a supervision. The Professors are commonly married men, residing at a distance from college. The commons table is occupied frequently by students alone; and there is no body of Fellows who are supposed to have a care over the morals and discipline of the younger members of the society. It is manifest that under these circumstances this responsibility has been assumed without sufficient reflection, and without the means necessary to carry it into effect.

I may remark in passing, that this particular feature of the English and American colleges is altogether peculiar to themselves. It is not found in any of the Universities on the continent, or in Scotland. Every where else, the student who enters upon an University course is supposed capable of self government. His parents provide for him a suitable residence, and such supervision as may be demanded by his age and circumstances, and he visits the University only for the purposes of instruction. In this manner the Institution is responsible for nothing but his education proper. The rest devolves upon himself or upon those to whom, by his parents, he may have been committed. It will be perceived that this division of the

responsibility must render the duties of an instructor in these two cases very dissimilar, and must materially affect the whole system of the institution. The mode of its operation will be considered in another place.

In connexion with this circumstance another may be mentioned. If a college is conducted on the boarding school plan, it will of course be supposed by parents that their sons when at college are under parental supervision. Hence they are sent to such institutions at a very early age. Young persons may be admitted to our colleges at the close of their fourteenth year, and many enter at that early age. The requirements of our colleges are, however, so moderate, that a young man who has commenced life with other expectations, may, at a much more advanced age, change his pursuits, and in a year or two be prepared for admission to college. Thus, a considerable proportion of every class have attained to twenty-five or thirty years of age. Thirty-two or three is not an uncommon age for a candidate for the degree of Bachelor of Arts. Here then are students of very dissimilar ages associated together, pursuing the same studies and subjected to the same rules. It is obvious that the rules suitable for one party, would be unsuitable for the other; and yet the necessity is apparent of subjecting every member of the same society, to the same regulations. Such, in these respects, is our present system. While it has many excellencies, it is clear that the carrying it into practical working, must be attend-

ed with greater and more complicated difficulties than to many persons, would be apparent.

4. *Of the Course of Study.*

Supposing a faculty of instructors to have been thus organized. Let us proceed to examine the working of the system. At the commencement of every collegiate year, a new class is formed called the Freshmen class. The candidates are admitted upon an examination conducted by the faculty. A room is assigned to each student within the college buildings. In most instances two students occupy the same room; though in the more recently erected college buildings, two dormitories are attached to each sitting room. The student is required to be in his room during study hours, and always at night. Board is generally furnished at the price of cost by the college. The same charge is made to every pupil for tuition and board and room rent. The other expenses depend upon the student himself.

There are generally three daily recitations or lectures to be attended by each student throughout the whole course. A recitation or lecture commonly occupies one hour, though this time may in some colleges be abridged. When a class is large, it is formed into two or three sections, each pursuing the same studies, unless, as it sometimes happens, the division is made on the principle of scholarship, and then the better scholars are tasked more severely. The upper classes are

not so commonly divided, as their instruction is to a greater extent carried on by means of Lectures.

A year, in imitation of the English colleges, is divided into three terms, and three vacations. The vacations occupy about twelve or thirteen weeks. During this time students and officers are at liberty to employ their time as they please. One of the vacations extends to the length of six or eight weeks, and takes place either in the summer or winter. The former is the proper season for vacation, if the health of the faculty and students, and the interests of education are considered. The latter, however, is frequently chosen, in order to accommodate those young men who wish to be absent for the purpose of teaching schools in the country.

Examinations are held at the close of each term, or at the close of the year, or at some other specified time, of all the students, in all the studies to which they have attended. These examinations are *viva voce*, and occupy in the aggregate a considerable portion of time. As, however, in this manner only one person can be examined at a time, the scrutiny which falls upon any individual can neither be very severe nor very long continued. The examination is, I believe, always restricted to the book which has been studied; the student not being considered responsible for any thing that may not have been acquired in the recitation room.

Examinations are, so far as I know, always

conducted by the instructor himself. It is of course the special duty of the visitors to be present on such occasions, but, so for as I know, this duty is almost never discharged. Sometimes they appoint a committee of examination, from their own number, and when this has been made an office of small emolument, I have known it to be discharged with punctuality; but never otherwise. Sometimes, committees are appointed from the community at large, consisting of persons who are supposed to be interested in the cause of education. This plan has sometimes succeeded, but in other cases I have known it to fail altogether. In but few districts of our country could it be relied upon as at all an efficient aid to the labors of instructors.

If, after examination, a student is found to be deficient in the studies of his class, his deficiency is sometimes publicly announced, sometimes he is required to make up this deficiency in vacation, and in some institutions, he is not allowed to become a candidate for a degree unless he have passed his examinations in all the studies of the college course.

The studies of each class occupy one year. At the close of the year those students who have incurred no disability, are advanced to the next higher class. Those who have been thus advanced through all the four classes are candidates for the degree of Bachelor of Arts; and proceed to this degree as a matter of course.

The studies of each College are appointed by

its Corporation or Board of visitors. These may differ in some unimportant points, yet are in all the Northern colleges so nearly similar that students in good standing in one institution find little difficulty in being admitted to any other. In order to illustrate the nature and amount of the studies pursued in a New England college, I here abridge from one of the catalogues published within the present year, 1841-2, the statutory course prescribed for a candidate for the degree of A. B. In Latin, select portions of Livy, Tacitus, Horace, Cicero de Oratore, Juvenal;—In Greek, select portions of Xenophon's Anabasis, Memorabilia, the Iliad, some of the tragedies of Sophocles and Eschylus, with Demosthenes' Oration for the Crown; In Mathematics, Geometry, plane and solid, Algebra, Trigonometry plane and spherical, and its applications to practical mathematics, and Analytical Geometry; in Natural Philosophy, Mechanics, Pneumatics, Hydrostatics, Optics, and Astronomy;—In Natural Science, Chemistry, Vegetable and Animal Physiology, and Geology;—In Intellectual and Moral Science, Rhetoric, theoretical and practical, Logic, Intellectual and Moral Philosophy, Political Economy, Butler's Analogy, and the American Constitution. Many of these studies, besides being pursued by means of a text book, are illustrated by full courses of lectures and ample experiments.

I have remarked that the degree of Bachelor of Arts is conferred in course upon every pupil who has, with a reasonable degree of success,

pursued the studies of the college course. I ought to mention that in some instances, of late, the course has been divided. At the option of the student, after the first year, the Modern languages and History with some branches of Physical Science may be substituted for the further prosecution of the Latin and Greek languages and the Mathematics; and students pursuing this latter course are equally entitled to a degree with the others.

The degree of Master of Arts is conferred upon every Bachelor of three years standing, who applies for it and pays the customary fee. After his graduation, the connexion of the student with the University or College ceases. In England, by paying a small annual fee, he continues a member of the University, is entitled to a seat in the *senatus academicus*, and a vote upon all questions coming before that society, and if he choose, may proceed regularly to the higher degrees in the several faculties of Law, Medicine or Divinity. With us, all degrees besides those of A. M. are honorary, and are supposed to be conferred on account of high professional attainment. Colleges confer these degrees on the graduates of each other; although, more properly, I suppose they ought to restrict themselves to their own graduates. These degrees are, as I have said, always conferred by the Board of Visitors, or as it is called, the Corporation.

It has always I believe been found necessary, in order to secure the amount of diligence desirable

in a course of academical education, to provide a system of accessory stimulants in addition to those derived from the simple love of truth. The love of pleasure is commonly in young persons, too strong to be controlled by the love of knowledge, or by the remote prospect of professional success. Nay, even the principle of duty too frequently requires to be strengthened by the hope of present advantage; and hence the kind and the degree of stimulants, entering into a College course, deserves a portion of our attention. In the Universities of the continent, the difficulty of procuring situations of honor or emolument, and the impossibility of being admitted to them without good University standing, provides all the stimulus which the nature of the case requires.

In the Universities of England, the system of stimulants is carried, as it seems to me, to an injurious extent. The number of premiums, scholarships and exhibitions, each of considerable pecuniary value, annually conferred upon successful scholarship, is very great. Besides these there are in the possession of each University, between three and four hundred fellowships, worth, I think, about two hundred pounds sterling per annum, exclusive of residence, and these are awarded, commonly by examination, to the most distinguished graduates.

The Fellows may hold their office for life, and from them the tutors, and heads of colleges, and the professors and other officers of the University are always selected. In addition to these, about

four hundred Church livings are in the gift of each University, or of the several Colleges; and these are always bestowed upon the Fellows or other distinguished members of the society.

All this is visible and tangible. But this presents only a most imperfect conception of the stimulating force applied to the student in an English University. Oxford and Cambridge form a part, and no unimportant part, of the social system of Great Britain. To these institutions, the youth of the higher classes, from every part of the realm, resort to spend the latter period of their pupilage. There the youthful aristocracy meet and become acquainted with each other. Thither are the eyes of parents from every county in the Kingdom turned with fond anxiety. Thither do the bar, the pulpit, and the senate look for the young men who have there made it known that nature has marked them for distinction. And besides all this, there was never so vast a people bound together by so many and so indissoluble social ties as that of Great Britian. The British Nation, or rather the elite of that nation in a remarkable degree form one great family. London, "that mighty heart," sends out its pulsations to every extremity of the empire, and is in turn receiving from every extremity the life-blood which it vitalizes and sends back again. Every man of distinction is expected to report himself there during some part of the "season," and he must do it in order as Sir Walter Scott says, "to keep himself

abreast of society." Hence men of eminence are much more generally known to each other than in any other country that ever existed. And hence the stimulating effect of social opinion is stronger than in any other country upon earth.

Now the Universities live and move and have their being in the very blaze of this social effulgence. Every distinguished man holds, and is proud to hold through life, his connexion with his College and his University. He hears with interest of all that concerns its prosperity. He feels a pride in every pupil of his College or University who has distinguished himself. At the last election of High Steward for the University of Cambridge, gentlemen went from all parts of the Kingdom, merely to give their vote, though public cares obliged them to return the very next hour after they had done it. An instance of this kind came within my own knowledge. Nor is this an uncommon case, but the contrary. Such is the interest which the educated classes in England take in these cherished institutions of learning.

The University thus stands prominently *ante ora omnium.* To obtain rank there, is to place oneself immediately in a position in society; it shows to all, who in their several departments, need the aid of talent, that a man is worth taking up. He becomes a marked man. Something is expected of him and he feels that if he only justifies this expectation, his fortune is made. I was passing one day through the courts of Westminster Hall, with an intelligent and excellent friend,

a member of parliament, and I was struck with the fact, that, as he pointed out to me the judges and barristers of distinction, he never failed among the first items of information concerning them, to mention their University standing. Now where a position in society is a matter of so much importance as in England, it must at once be seen that the means for obtaining such a position which the Universities afford, must be of incalculable value. And thus when the whole power of the social system is brought to bear upon the University, we can form some conception of the stimulus which it exerts upon the student of high and generous impulses.

Now to all this we have nothing that bears even the shadow of a resemblance. There is in this respect no point of analogy which by any law of association, would lead us to think of the two systems in connexion. In most of our colleges, rank is assigned to the orators at commencement according to scholarship; but even this custom is in danger of passing into desuetude. Some of our institutions, awed by the hoarse growl of popular discontent, have feared that a distinction of this kind savored of aristocracy, and have dropped it like a polluted thing. In but one of our Colleges, to my knowledge, is there any system of premiums for excellence in scholarship. Our community is divided into state sovereignties, and society has here no centre, no heart like London, nor can it ever have. A graduate leaves his College when his course is completed, and his con-

nexion with it and his interest in it cease. We have no centre to which talent of all kinds tends. A class, as soon as it leaves the walls of College, is scattered in a few days to every State and Territory in the union. The College or University forms no integral and necessary part of the social system. It plods on its weary way solitary and in darkness.

Ibant soli sub nocte per umbram.

The Colleges have but little connexion with each other. The public, when strenuously appealed to, does not deny them money. They are interested in education in general and are desirous that the means of education should be afforded to a large class of the community. But here the interest ceases. After men have bestowed money, they seem utterly indifferent as to the manner in which it is to be employed. The educational system has no necessary connexions with any thing else. In no other country is the whole plan for the instruction of the young so entirely dissevered from connexion with the business of subsequent life. At West Point Military Academy, the standing of a young man in his class, determines his place in the army. Every one must see how strong an impulse this connexion must give to diligence and good behavior. Our Colleges suffer greatly from the want of something of this kind.

I have thus endeavored to present a plain view of the collegiate system of the United States.

To some readers it may seem tediously minute, to others brief and unsatisfactory. I have, however, thought it necessary to present an outline of this character in order to the accomplishment of my purpose. I wish to examine the system as it is, and it seemed useless to undertake such an examination without reviewing briefly the nature of the thing to be examined.

I shall now proceed to consider the different parts of the system, point out the defects of each, and offer a few suggestions in passing respecting the mode of their improvement.

CHAPTER III.

OF THE DEFECTS OF THE SYSTEM OF COLLEGIATE EDUCATION IN THE UNITED STATES, AND THE MEANS BY WHICH IT MAY BE IMPROVED.

SECT. 1. *Of the Visitorial Power.*

THE first question that here presents itself for discussion is the following:—Whence arises the necessity for the exercise of visitorial power in a system of collegiate instruction. The answer to this question will immediately present itself, when we have considered the difference between an establishment for public, and one for private education. A private school or academy is established by the instructor on his own responsibility, and solely for his own benefit. Like any other producer, he asks what is the product most in demand in the market, and having answered this question satisfactorily to himself, he offers to furnish the product to those who may desire and can pay for it. If he and his employers agree, his business prospers. If they differ, his business fails, and he must either abandon or modify it. If his

employers are satisfied, his end is accomplished. If he be incompetent or unfaithful, the thing speaks for itself, and in a very short time works its own remedy. The public is in no manner interested in the result. Beyond the parents who pay the teacher, the success or failure of the experiment is no man's concern. No immunities are granted to the instructor. The public supports him by none of its funds, and therefore the public has no right to interfere with his affairs, or to inquire whether he manage them well or ill.

In the case of a public institution, however, all this either is or ought to be reversed. This will appear from several considerations.

1. A collegiate establishment is *supported* in part by the public. Either the whole State, or a large number of individuals in the State have advanced a considerable amount of funds which are devoted exclusively to the support of the institution. Not unfrequently legislative grants are annually made for the same purpose. The amount of capital thus invested in New England alone, would amount, I presume, to more than a million and a half of dollars. This sum having been invested for a particular purpose, it is evident that the public has a right to visitorial power, in order to ascertain whether the income arising from it be appropriated according to its original design. Boards of Trustees or Corporations, are the agents to whom this power is committed, and they are bound to exercise it according to the design for which they were appointed.

2. To these institutions is committed the power of conferring academical degrees, or publicly recognised certificates of a certain amount of literary and scientific acquirement. These degrees were formerly to a great degree, necessary to entrance upon the study of either of the learned professions. The rules in these professions have of late been in this respect, greatly relaxed, yet the desire even at present manifested to obtain a degree, shows whatever may be said to the contrary, that this form of testimonial has not by any means lost its value. It is always understood to mean that a man has passed through that course of liberal study, which, in the judgment of the community in which he lives, is necessary to a well educated man. It is obvious that such a testimonial, if conferred with any thing like a strict regard to merit and attainment, must be of material value to any young man just entering upon the duties of active life. It creates a presumption in his favor, which is no contemptible advantage. It is the guarantee to the public, without examination of the candidate, that a certain portion of his life has been devoted to liberal studies. And it is manifest that the general literary and intellectual character of a community must be greatly affected by the degree of attainment which this testimonial is made to represent. What would be the intellectual condition of a community if nothing were required of the candidate for a degree but a knowledge of English Grammar and Geography; that is, if this amount of knowledge were all

that was required of him who was recognised as a liberally educated man. The exclusive power of conferring this testimonial being thus given to collegiate institutions, it constitutes a second difference between them and private establishments for the purpose of education.

Let us next observe the reason for which these privileges are conferred.

I think it will be admitted without controversy, that this capital is not invested and these privileges are not conferred for the purpose of supporting instructors in Colleges. They deserve nothing more for laboring in this vocation than in any other. A man can no more claim a salary from the public as a matter of right, because he teaches Greek and Geometry, than because he teaches English Grammar and Arithmetic. A man who teaches the former branches of education may incidentally derive benefit from the arrangements which the community may make with regard to this subject, but this is not the reason for which the community has made them.

Nor is it, I think, the object of the public, in the encouragement which it gives to collegiate education, simply to multiply the number of professional men, whether Lawyers, Physicians, or Divines. This is a matter which may very well be left to individual preferences and individual talents. In all intelligent communities, the supply of professional labor will commonly be at least equal to the demand for it. The demand, as in other cases, creates the supply. If this mode of

labor be lucrative, it will attract producers in sufficient numbers to meet the exigencies of society. With respect to two at least of the professions, there is more reason at all times to apprehend a glut, than a scarcity.

3. Nor is it the object of these encouragements to fix a general standard of acquisition, and then induce as large a number as possible to attain to it. For, in the first place, it would be difficult if not impossible, to hit upon such a standard as would meet the wants of those who desire a valuable education, and be at the same time within reach of all who wished to attain to it. And, besides, the only method by which all who desired to make this acquisition could be reached, would be to give it away altogether. If this were done, it would greatly increase the number of those who would make this modicum of attainment, but to a large portion of them the gift would be worse than useless. It would unfit them for more active pursuits, and would not enable them to procure a sustenance by intellectual exertion. It would produce a large amount of very moderately educated talent, without giving any real impulse to the mental energy of the community.

4. The object then for which I suppose these encouragements to a liberal education are given is, to furnish means for the most perfect development of the intellectual treasures of the country. In order to the most perfect condition of any society, it is necessary that, whenever unusual talent of any kind exists, it be so cultivated as to be able to ac-

complish the highest results of which it has been made capable. This talent is very equally distributed among the various orders of society, least of all is it limited to the rich. But the means for the thorough and radical training of a human mind are very expensive. They involve the cost of libraries, philosophical apparatus, laboratories, and a formidable array of teachers of distinguished ability. Were these to be provided by individual enterprise, the expense would be so great that none but the rich would be educated and by far the larger part of the talent of a country must perish in useless obscurity. Hence arises the reason why a large portion of these means, all that which involves the outlay of considerable capital, should be the property of the public, and why it should be open to the use of all who might by the use of it be rendered in any way benefactors to the whole. The design therefore of university establishments, so far as the public is concerned, is not to furnish education to the poor or to the rich, not to give away a modicum of Greek and Latin and Geometry to every one who chooses to ask for it, but to foster and cultivate the highest talent of the nation, and raise the intellectual character of the whole, by throwing the brightest light of science in the path of those whom nature has qualified to lead.

From these remarks, we may easily learn the nature of that responsibility which devolves upon the Trustees or Corporation, or in general, upon the visitorial power of a college. The visitors are entrusted with all the capital appropriated by the

public, or by individuals, for carrying forward this specific purpose. They have the power of appointing and removing all college officers. They alone confer degrees, and they determine the course of study which shall be pursued by the candidate for a degree. They have a general power of visitation, and may, within legal and constitutional limits, alter or amend or modify the course of liberal education as they please, and thus to a considerable extent, cause the intellectual character of the community to be what they wish. And when we consider that the Trustees of the Colleges in New England alone are intrusted with more than a million and a half dollars, expressly set apart for the accomplishment of this purpose, and that they have the authority to direct the energies of a large body of able and industrious men whose lives are devoted to the labor of instruction, I think it will at once appear that few offices can be held of greater importance than theirs; and that, if our system of education and general improvement fail, on them by far the greater portion of the responsibility, and of course the disgrace of that failure must rest.

Supposing these principles to be correct, let us proceed briefly to inquire what are the proper qualifications for that office in which the visitorial power resides.

1. The members should be capable of fulfilling their duties. One of these duties is that of appointing teachers, another that of removing them, for incompetency, another that of prescribing the

course of studies proper to be pursued. Now all this supposes a considerable amount of knowledge, and an acquaintance with the theory, if not the practice of education. A school committee is considered incompetent to its trust, if it cannot decide correctly on the merits of the candidate for the mastership of a district school. But it is to be remembered that the school committee are exactly visitors, and they sustain to the school precisely the same relation that a Corporation does to a College. Besides, the weight of character of such a board depends much upon its known learning and ability. I remember to have heard when a boy, of a Trustee of a College who attended an examination in Greek, and for two hours used his book upside down. Were these instances frequent, but little respect would be paid to the decisions of such a Corporation.

2. They should be from station and character elevated above the reach of personal or collateral motives. A College, in order to succeed well, must be governed by its own principles. Its object is the intellectual cultivaton of the community. So long as this is made the governing principle of all its arrangements, it will prosper; for it will accomplish the object which men of sense desire to see accomplished, and its works will speak for it. But if it be made subservient to any other end, it will and it ought to fail. Its Corporation should therefore be men who are incapable of acting from fear, favor, or affection. In all official acts, they should look with equal eye upon the merits

of the nearest relative, and upon those of a stranger. They should know no parties either in politics or religion; and knowing nothing but the duties and obligations of their office, should appoint and remove solely and entirely for the good of the institution of which they are the appointed governors.

3. They should be few in number. That corporations have no conscience I would by no means assert, but I believe it will generally hold true that their conscience is inversely as their number. In large bodies responsibility is too much divided. The overawing power of majorities is greater. Party spirit is more readily excited and perpetuated, and intrigue is much more successfully carried forward. A few men who look each other directly in the face, and every one of whom feels that he is personally responsible to his equals for his acts and his opinions, is a safer repository of an important trust than a larger, and of course more miscellaneous assembly.

4. They should be chosen for a term of time, and not for life. A body chosen for life is peculiarly liable to attacks of somnolency. Every thing in such a society tends in a remarkable degree to repose. Inefficient men, like Jefferson's office holders, "rarely die and never resign." Yet the period of office should not be so brief as to interfere with the steadfastness of plan and comprehensiveness of design. It would probably be wise to construct a board in such a

manner that a portion should go out of office every two or three years. In this manner a majority would always remain acquainted with the affairs of the institution and able to resist any premature and unadvised changes. It is no small advantage to be able to drop an inefficient member of any corporation.

5. They should, if possible, be elected by some body out of themselves to whom they should be responsible. This would do much to secure efficiency and would leave opportunity to apply suitable correctives whenever they became necessary. If this cannot be done, they should annually make a report of their doings; so that their acts may in some way come under the supervision of the public.

I think it manifest that, in a collegiate system, the visitorial power in order to discharge its duties with efficiency, in other words, to perform the functions for which it is created, should be chosen for the reasons, and somewhat in the manner that I have here indicated. When, however, I speak of their efficiency, I do not suppose it necessary that they should be always present, superintending every act, and directing every recitation. Much less do I intend that they should usurp the powers and functions of the faculty of instruction. These last have their own proper office, and their peculiar responsibilities and duties; and these are no more to be incroached upon by the board of visitors, than by any one else. A system, in order to work well,

must be pervaded in every member by vital energy, each part performing in its own appropriate functions in harmony with the rest, but yet not interfered with by them. It is the business of the visitorial power so to construct the system, so to arrange its various stimulants and so to bring then to bear upon every department, that the machine will go of itself without perpetual tinkering. The principles must be laid down and the laws enacted, but these laws must be executed by the faculty, and in the execution of these, their appropriate duties, they must be free and independent. But they should be free and independent within law; and should be so situated that every man shall receive the result of his own actions, whether that result be success or failure.

Let us now examine the visitorial power as it exists among us, and observe how far it corresponds in its organization with the above principles.

1. Are the boards of colleges chosen simply in view of their qualifications, for this peculiar office? Are they, in general capable of judging of the qualifications of the persons whom they appoint, or of their success after they have been appointed. Are they specially interested in the subject of education? Do they, in consequence of their appointment to this office, make the subject of education their particular study? Do they as a matter of duty devote any portion of their time to this particular labor? Are they

chosen for political, or sectarian, or other reasons, instead of those which have been here suggested? The answer to these questions it is not necessary that I should suggest. Every one acquainted with the practical working of our collegiate system, can answer them as well as I.

By these remarks I hope it will not be supposed that I am capable of the least feeling of disrespect towards those of my fellow citizens who hold this office. I know them to be frequently chosen from the best men in the land; and I believe that they will be the last to take offence at any suggestions which are neccessary to a full discussion of this subject. I speak not of the men but of the system. They have rarely if ever sought the places which they occupy; and have generally accepted them at the wish of the friends of the institutions which they represent. They were not expected to perform any labor, and they have not supposed that it was their duty to perform any. It is the error not merely of boards of visitors, but of the community. The importance of the subject has been forgotten, and hence every one of its departments has suffered the effects of that forgetfulness.

2. With regard to personal honor, our Boards are I believe as unexceptionable men as could any where be found. They could not easily be induced from personal considerations to deviate from what they believe to be the course best adapted to secure the good of the institutions which they govern. That when appointed by Legisla-

tures they have not sometimes been influenced by political considerations I would not be so ready to affirm. The temptation to error in this respect arises sometimes from differences in religious belief. Almost every college in this country is either originally, or by sliding from its primitive foundation, under the control of some religious sect. Hence it is in matters of this kind taken for granted that the predominance of that sect, if not its exclusive occupation of office, is at all events to be maintained. This, according to the circumstances of the case may be just or unjust, and the Board may be as they frequently are, tied down by enactments of the founder; but from what principles soever it may proceed, it of course limits competition; and instead of placing an institution on its proper basis that of a seminary of learning, it places it in a complicated position in which a part of its energies are wasted upon an extraneous object. I do not say that this alliance of two objects is unnecessary or unwise. I am fully aware of the aids which religion has extended to learning. This union may prevent greater evils than it engenders; nay it may be that without the aid of religious sects, our colleges would scarcely have existed. I refer to the subject merely as a matter for consideration and in order that it may be suitably weighed. If it be a necessary evil let us have no more of the evil than is necessary to the attainment of good.

I say that our error arises, in part, from this source. But it is only in part. The feeling

which pervades us on this subject, I think, is, that a college requires to be patronized, that it must be recommended to the public by an array of names of such distinguished persons as are understood to countenance it. A list of such names at the head of its catalogue of officers, is supposed to add dignity to the institution, and at the same time to offer a guaranty to parents that the institution will be well conducted. It is understood that the duties to be discharged, are merely nominal, and the honor of the place is a full compensation for the appearance of responsibility which it imposes. It is given and received and held as a ceremony. It stands between the public and the College; I had almost said, depriving both of the influence which each would exert on the other. If it attempt to carry out the wishes of the public, acting with imperfect knowledge of the subject, it is very liable to act wrong. If it act not at all, it still serves as a shield to protect the faculty from observation, and from the just result of negligence in office. Said Jeremy Bentham on one occasion, "I do not like Boards, for," added he, punning upon the word, "*Boards* are always *fences.*" That they are liable to be, is evident. That it need not to be so I believe. That it would not be so if the gentlemen who hold this office, were aware of the responsibility which really rests upon them, I confidently trust. It is for the honest purpose of setting before them this responsibility, that these pages are written. They ought not to allow themselves to be used by way

of guaranty, unless they really act as guarantees. If they allow a college to rely upon their names, instead of relying upon its own ability and skill, they will injure instead of benefit the cause of Education.

3. The number of persons composing our boards of trustees is various. It rarely if ever falls below twelve, and sometimes rises as high as fifty. Where there are two Boards composing the Corporation, it is, I think, sometimes even larger than the latter number. Where important responsibility is confided, and efficient action is contemplated, I imagine that twelve is the greatest number compatible with success. Our Boards are, therefore, if I mistake not, by far too large.

4. The offices in our Boards of trustees are held almost universally for life. The vacances which occur are filled by themselves. Hence they are responsible to no one. Their proceedings are rarely published. In such a case the large majority having been in office from time immemorial, the tendency is almost irresistable to allow things to continue as they have been. In this respect our organization is as defective as it can be.

So far as we have proceeded, it will, I think, appear evident that this part of our collegiate system was originally formed without any reflection upon the duties which these officers were called to discharge and without any inquiry into the mode in which the discharge of those duties could be most successfully secured. The plan first adopt-

ed has been somewhat servilely followed, and no attention has as yet been directed to the question how it might be changed for the better. And yet I think it must be evident that upon this part of the system more than any other, the improvement and perfection of any plan of education mainly depends. The reader who wishes to see this subject discussed with great learning and ability, will find much to interest him in an article on University Patronage, in the Edinburgh Review, No. 119, for April, 1834; I presume from the pen of Sir William Hamilton, Professor of Logic, in Edinburgh University.

But perhaps it may be said that although the organization of our system be defective, yet its duties are faithfully performed. It may be the case that the members of our collegiate boards in New England are deeply impressed with the fact that the intellectual character of the nation depends for its elevation and development emphatically upon themselves, and that under the full impression of this solemn conviction they are seriously engaged in discharging the duties of their high vocation, that our higher seminaries owe that portion of success which they have attained to the efforts and labors of the visitorial power. I say all this may be, but I think it is not commonly so understood. I fear that the public does not expect, nor do the boards of trustees generally perform any labor of this kind. Nor are they greatly to blame for this. It arises from a want of attention directed seriously to the subject.

Or again it may be said that our colleges are so organized as to need no such supervision as that of which I have spoken. I here say nothing of the individual officers composing the College Faculties in our country. More amiable, intelligent, and upright men could rarely be selected ; but I say that the system of our colleges more than almost any other, requires a special supervision. The officers are paid by salary, their remuneration in the same college is generally equal, good or ill success has but a small and indirect power to increase or diminish it; there is involved in the system no appeal to pecuniary interest or love of distinction. In this absence of all the usual stimulants to effort, it is manifest that the motive arising from the knowledge that their labors are seen and appreciated by those in whom the community has reposed this high trust, must be in the highest degree salutary, if not absolutely indispensible.— There are no men in our country from whom important labor is expected whose position is so artificial and so at variance with the ordinary principles of human action as the officers of American Colleges. Were they not honorable and virtuous men, they would not accomplish the tenth part of what they do.

If the above suggestions be well founded, it will appear evident that one step, not to say the very first step, in the improvement of American Colleges will be the improved organization of the Boards of Trustees or of Visitors. It seems to me that either they have a real and most impor-

tant duty to discharge, or else they have none at all. If no duty really devolve upon them, then the office which they hold had better be abolished, since by standing between the Instructors and the public, it diminishes the responsibility of teachers, and is thus injurious to the system. If the office which they hold be really and vitally important, then it follows that those who hold it should be so organized as to be able to discharge its duties in the best possible manner. They should be placed under such responsibilities as will best stimulate them to labor in their appropriate office with zeal, efficiency and honor.

To all this I well know that many objections may be urged. For instance, it may be said that Colleges commonly, are eleemosynary corporations, bound by the law of the founder, and that the present arrangements are frequently a part of that foundation. This is true, and so far as it is true, I see not how amendment can take place, except by intrusting the whole visitorial power to a small and responsible committee. It may be said again, that colleges are frequently endowed by a sect for the particular purpose of educating men for the gospel ministry, and that they would not consent to throw open the whole system on the simple grounds which I have mentioned. Here again may be an insuperable obstacle. Or again it may be said that the plan of appointing Boards of Trustees for a term of years by Legislatures, has failed in consequence of the malign influence of party politics. All this I admit. If

politicians, like Virgil's harpies, will insist on defiling what they cannot eat, I know of no remedy that can be anticipated from that source. Or again, it may be said that there is not interest enough on this subject in the community to carry forward any change in this respect; or that if the theory of the system were changed, it would inevitably fail in practice, inasmuch as it would be impossible to find men competent to such a trial, or that if found competent they would not give to it the time and labor necessary for the successful discharge of its duties. If this be so, I grant the case to be hopeless. The other obstacles might be surmounted. Where there is a will there is a way. But for indifference on such a subject, there is no cure; and we must wait until the community attain to a higher sense of social and moral obligation.

Supposing however, all this to be so, two conclusions will follow. If there exist not in the community, sufficient energy and self denying effort to carry forward institutions of learning, let the blame be laid at the right door. Let not colleges be blamed for not doing what the apathy of the community renders impossible to be done. Instead of changing college courses, and trying experiments on college discipline, let us strive to arouse the nation to a conviction of the importance of the subject. Let us strive to cure the ailing member. If the heart be diseased, let us not persist in blistering the head. If the community will take an intelligent interest in the subject,

all the other disorders will easily remedy themselves.

But, if we despair of this, and whether or not it must be dispaired of, every man must judge for himself; then another idea suggests itself; the system must be changed. The present system rests fundamentally on the power of visitation. The board, as I have said, is really in the place of the public. If it cannot be so constructed that it shall be able to discharge its functions, then let it be abolished, and let the rest of the system be so constructed that this deficiency may be supplied in some other manner.

Sect. 2. *Of the Faculty, or Officers of Instruction.*

In speaking of the nature of a private school, in the preceding section, I have remarked that such an establishment is simply an arrangement between the parent and the instructor. The parent ascertains for himself the character of the instructor, and acts accordingly. If he find that he has been deceived, he seeks another teacher. Any other instructor may be employed to perform the service, no one having any prescriptive privileges more than another. But, in the case of a public institution, the circumstances are changed.

Here, the community have granted a special privilege, that of conferring degrees, and this degree can be obtained no where else but from a College or University. Besides, the public having undertaken to superintend such institutions, have endowed them with the public money, and have virtually promised to take care that this money be well appropriated; and that the education there given shall be as perfect as the circumstances of the community shall render practicable.

Such being the case, it is clearly necessary to such a system, that the best teachers be appointed, and that they be placed under such conditions that all the motives to diligence and success which ever impel men to their duty, shall be called into action here.

And first, as to the mode of securing the best men for instructors. In order to accomplish this result, the appointing power should most properly reside with the visitorial corporation. They have no interest to subserve, and if they are able and willing to perform their duty, all that is needful can be done. But supposing this be the case, how shall they ascertain the desert of the candidate. In Scotland, elections to professorships depend I believe, mainly on family, or political, or ecclesiastical interest. In England, Professors are generally appointed by such persons as the statutes of the founder may have ordained, and their offices are generally bestowed as the reward of successful scholarship, and are not considered as a part of the working system of the university.

In France, all appointments in most of the departments, are made to depend upon a rigorous and searching examination of the candidates by a competent board ; and on the examination, which the candidates conduct, of each other. In Germany, as every graduate may obtain a license to teach in the University, every one has an opportunity of showing to the public his ability, and of thus enforcing his claim to the honors of a vacant chair. What mode should be adopted with us I pretend not to decide, but that it should be such as to secure the highest amount of talent and skill, is, I think, evident. It should therefore be such as to allow free competition, and it should involve such tests as would inevitably secure the public against imposition, and it should be conducted with perfect impartiality. Were professorships in all our colleges open to competition, and were every candidate sure that the election would be decided upon the merits of the case, the stimulus to intellectual cultivation in this country would be greatly increased, and the honor of an academical appointment immeasurably augmented.

Secondly. The tenure and the emoluments of office should, as far as possible, be made to depend upon the labor and the success of the incumbent. A small salary might properly be guaranteed to him, and the rest should depend upon himself. This might be acccomplished by authorizing him to receive payment for tickets. This would however be of no avail if every person were obliged to take a ticket who was a candidate for a

degree, unless parallel professorships were appointed in case the regular incumbent failed to satisfy just expectation. Were professors appointed in the manner I have suggested, they would be placed under the same motives to labor as any other man. Every one knowing that his emolument and distinction would be increased in proportion to his exertion, would throw his whole soul into his work, and the public would thus derive the benefit of his full and concentrated mental effort. Were this the case also, there would be no difficulty in equalizing labor. Where labor brings its appropriate reward, it is rather sought after than declined. Every man, in such a case, is desirous of doing all in his power, and of doing it as well as he can. In this most important point, therefore, the necessity of visitation is to a considerable degree removed, since the system is so arranged that it will go of itself.

If these are the true principles on which officers of instruction in colleges should be appointed and continued, our system in this country is defective in several particulars.

The whole power theoretically rests with the Corporation, or Board of visitors. This requires no alteration. But let us inquire how are appointments generally made? Is any competition invited or even admitted? Are the candidates ever examined as to their fitness for the office to be filled? Are any means taken to enable the board to secure the best man that the office will command? So far as I know, this is very

imperfectly done, if it be done at all. In some of our Southern Colleges I know that vacancies are announced and candidates are invited to send in their testimonials. Upon the strength of these testimonials elections are generally made. But no one who has any practical acquaintance with the manner in which testimonials are commonly procured, would rely upon them in any matter of importance. The testimonials of a candidate, if procured by himself, are too frequently evidence of his perseverance, rather than of any other qualification.

But it may be asked, if this method is not adopted, how are appointments made. I answer, generally, I believe, upon the recommendation of the faculty. The Faculty have in theory no voice in the appointment of their colleagues, but inasmuch as the Board to which this duty specially appertains, is unable to devote to it the attention which its importance demands, they are commonly obliged to perform an office which does not properly belong to them. They generally from the persons within their knowledge select one who in their opinion is best suited to the office, and their wishes, are acquiesced in by the Corporation. Thus they really nominate and the corporation appoint. But since where there is a good understanding between the parties, their nomination is almost always confirmed, they may be considered as in fact filling their own vacancies, and making their own appointments.

As the system is at present constructed, this

probably is the best method which could be devised. When Boards having no deep interest in education, and unaware of their responsibility, make appointments without consulting the officers of instruction, they are liable to influence from motives from without, either political, or sectarian, or personal. I have known instances in which most unsuitable candidates have thus been elected, and imposed for life upon a college faculty. This is a case of most aggravated injustice. It is not only a sacrifice of the great interests of education to the most contemptible selfishness, but it obliges a number of industrious and worthy men to support an inefficient, nay sometimes an injurious colleague, out of their own honest earnings. I do not say, that any honorable men would be guilty of so great a wrong, if they would pause to reflect upon the consequences of their action; but honorable men, when associated together, not unfrequently, by reason of thoughtlessness, are responsible for wrongs which individually they would be the last to justify.

But it must be evident that the officers of instruction themselves must be greatly embarrassed in the selection of the candidate whom they would recommend for appointment. In the first place, the situation is by no means easily to be filled. It requires a great variety of qualifications, which do not always meet in the same person. A teacher, in addition to learning in his particular department, must have ability to communicate knowledge. He must also be a disciplinarian, competent to

control his classes and excite them to diligence, and prompt to bear his share of labor in maintaining the good order of the college. Besides this, as officers in an American college are so intimately associated together, he must be a man of amiable manners, and sufficiently well endowed with radical good nature and spontaneous fellow feeling. Now all these are not always associated in the same person.

In the next place, the Faculty have but little range of selection. They are restricted in a considerable degree within the list of their own graduates. Those who have left the institution for several years are commonly deficient in the habits and the peculiar learning necessary to the successful discharge of professorial duty; and moreover, but few of them if well established in an active profession could be induced to return to the confinement of a college; specially by such remuneration for their labor as a college would be able to offer. The tutorial office constitutes a good school for professors, but then it is held for a short time, and is commonly relinquished before the incumbent has attained to sufficient age and reputation to render him a prominent candidate for a professorship. In this manner, the choice of a faculty, when a vacancy in their number occurs, is commonly much restricted as well as embarrassed. As no competition is offered, they know not who will take office. As no examination is ever sustained they have but imperfect means of ascertaining either the present

ability or the future promise of the candidate. Hence they are obliged to feel about in the dark, and after balancing the various points in the case, recommend the person who, upon the whole, promises to succeed the best.

But suppose now an officer appointed who is well adapted to the discharge of his duties. The emolument which he receives is perhaps greater than he would receive for the first few years of his life in another profession, but vastly less than he could ordinarily receive after he became well established in it. It is by salary, and it is commonly unchanged during his whole continuance in office. At first he labors assiduously to prepare himself for success in his department. He in a few years attains to all the knowledge which, owing to the fixed nature of our system, he is able to communicate. Beyond this his calling presents to him no reason for advancing. Were he ever so much distinguished, his compensation would be no greater nor his field of scientific labor more extensive. Beyond his own associates and his small class of pupils, no one is aware either of his labors or of their success. Under these circumstances one of these results will commonly ensue. Either he will settle down into a willingness to be satisfied with that to which he has already attained, or he will devote himself to writing for the press, and thus employ his most valuable energies, while the College receives only the remainder, or else he will engage in part in some secular or professional pursuit from the emolument of which he may meet his increasing expenses.

But suppose the case to be reversed. Suppose that an unsuitable man has been appointed, and that he is unable from want of talent, learning, or industry to discharge with effect the duties of his office. His instruction is known to be almost worthless. He goes through his routine of duty mechanically and every student in turn is obliged to attend upon his appointed exercises. He performs the least possible amount of labor consistent with physical obedience to the law. The College suffers. The indolence originating in his department either spreads into all the others, or must be counteracted by the increased effort of his associates. In the mean time the number of students in consequence of his inefficiency diminishes, and the means of the institution are impaired. He is not only supported by his associates, but they are, by his failure rendered less able to support either him or themselves. Suppose all this, and what, I ask, is the remedy.

It may be said that the corporation has the power of removal. True, but for what cause except incompetency? And who does not know that this is one of the most difficult things to be proved? Where is the standard of competency, and how is it to be applied in this case. That he does not do his duty, every body knows. That the College is suffering from his incompetency, no one doubts. But is he so incompetent that he must be dismissed, and his living taken away? What can he do if he is removed? These are the questions that would be asked at

once, instead of the question whether it be right for a man to get his living by wasting the time and ruining the intellectual habits of all the young men who are so unfortunate as to come under his charge.

But suppose that a deficieny be palpable and capable of proof sufficient to satisfy any reasonable man. How is action in the premises to be commenced. The matter belongs wholly to the Corporation, or Board of visitors. It is essentially a part of the visitorial power and one of the special purposes for which that power was created. But, in the first place, this Board as I have said never attends the recitations, lectures or examinations; or, if they do, they never attend for this purpose. They are not always qualified to judge. And again who is to be the prosecutor. In such a case men almost always throw the burden of an unpleasent duty upon each other, that is, throw it off entirely. Here then but little relief is to be expected. The only remaining hope is in the Faculty. But is it their duty? Ought it to be in honor or consistency devolved upon them? Should they be obliged to make known the deficiencies of each other? Suppose that urged by conscience and necessity they represent the case to the corporation, at once there will be raised the cry of persecution; and those who yesterday complained most loudly of the deficiency in instruction, will, to day, be loudest in the denunciation of the only means by which it can be remedied.

But suppose all this to have been overcome, and the case to be honestly brought before the visitorial power. The incumbent is incompetent. But he was appointed without examination. Is he more incompetent than he was when appointed? His sins are sins of omission, how shall these be proved. If then he be a man destitute of honor and public spirit and determined to hold fast to the emoluments of an office while incompetent to the discharge of its duties, it may be very difficult to relieve the institution of the incubus. In the face of all these obstacles, is it remarkable if a Faculty bear for life an infliction of this sort, and see their labors rendered comparatively useless, and the young men committed to their charge wasting a large portion of their time, and look on in hopeless despondency because they know of no practicable method of relief. I have myself known of a case in which a gentleman utterly unfit for his office was appointed to preside over a very important department of college education; for more than twenty years he kept that department down under the intolerable pressure of his own inefficiency; and thus more than twenty classes of young men were sent out into the world without any adequate instruction in one branch of their education; without the mental discipline which this portion of study ought to have afforded; by so much unfitted for the study of a profession, and prepared only to depress the standard of education whenever they were employed as instructors. I think that any sober man will agree with me that

this is serious evil. But, I ask, where in our present collegiate system, shall we find the remedy? And is it not time that a remedy be provided?

How often cases of this kind occur, it is not for me to say. In showing that they are liable to occur, I have shown the defect of the system. Its tendency is to offer a bounty for indolence and incapacity, for it rewards them as well as industry and talent. Things always follow their tendencies. Hence, in so far as the system has any effect, that effect is to depress the energy of the laborious by obliging them to bear a gratuitous and unreasonable burden. Nor is this by any means the worst point of the case. Its tendency is to keep down the standard of education, and expose the best portion of a young man's life to shameful and ruinous waste.

But it may be asked, have not our colleges on the whole, done well for the country, and are they not deserving of the public patronage. I answer most sincerely in the affirmative. They are in the main well officered; and the incumbents are generally able and industrious men. But what they accomplish is done not in any manner through the co-operation of the system, but in defiance of it. If they do so much when laboring at every disadvantage, what might they not accomplish were their energies uncramped, and a free field of professional enterprise opened before them. The fact is that in this country every one must labor, or be supposed to labor. The whole college fac-

ulty as a body must perform the labor necessary to a respectable discharge of their duties, or the whole system would go down. What one will not or cannot do, must some how or other be done by some one else; and besides this, there is, with every high minded and public spirited man, a love for the labor in which he is engaged, and a willingness to make sacrifices of personal ease, and even of personal reputation, to support the character of an institution of which he forms a part. These high qualtities have conspired in no small degree to maintain our colleges at the point of respectability to which they have attained. I can with the most delightful recollections bear witness to their existence; and I do from my soul mourn that they are obliged to be exerted in so unfavorable a field and under so many and almost intolerable discouragements. These however are as we shall see but a part of the difficulties under which the instructors in American colleges are obliged to labor.

From what has been advanced I think it will be sufficiently obvious that our system in these respects is susceptible of important improvement. It requires to be so constructed that every man shall receive the result of his own actions, and not of the actions of another. In order to accomplish this one of two things as it seems to me must be done, either the appointment to office must be made by examination, and be subject to strict and impartial supervision, including removal from office at the judgment of the Board of Visitors;

or else every officer must be so situated that his emolument will in the nature of the case depend upon his desert, so that if his instruction be worthless, no one will be obliged to pay him for it, and if it be valuable, it may attract pupils according to its value. In this manner, a remedy will be applied by the system itself, and thus the machine will, so far as this point is concerned, go alone. Suppose that this plan had been adopted from the first commencement of our literary institutions, no one can conceive the change which would have been effected in their power. A professional career would have been opened to every collegiate instructor as wide, and as far reaching as to men in every other department of intellectual exertion. Talent of the highest rank would have been attracted to our colleges. Emulation of the loftiest character would have been awakened. Instead of a great number of small and ill supported Colleges, we should have had a small number of real and efficient Universities. I believe that this change alone would have increased the learning and intellectual vigor of the nation an hundred fold.

Sect. 3. *Of Collegiate Education.*

We have considered the collegiate system, so far as it concerns the visitorial and executive branches. This presents us with a view of the working powers of the machine. We next proceed to consider what it undertakes to accomplish. We shall comprise this under two heads, Education and Discipline. Our business, at present, is with *Education proper.*

I have already remarked, that in imitation of the English Universities, our collegiate course was, at the beginning, fixed at a period of four years. The studies of each class occupy one year. There are, therefore, in every College, four classes; and a regular student passes in succession through them all. The studies of each year are fixed by statute. Every student is supposed to be a candidate for a degree, and of course every one passes through the whole course. This period of study is designed to occupy the time which intervenes between leaving the academy and entering upon a profession, and is supposed to be sufficient to obtain the knowledge which society requires in a well educated man. It is, I suppose, the most important period in the preparatory portion of a young man's life.

If, as I have said, the design of public seminaries is specially to develope, and cultivate to the highest perfection, the intellectual power of the nation, the education given during this period

should be of the very highest order. The knowledge communicated should be of the greatest value; the intellectual discipline prescribed should be rigid, vigorous and noble; and all the powers, whether of acquisition, investigation, discovery, or communication, should be thoroughly and generously fostered. A system will accomplish the purposes for which it was intended, in proportion as it succeeds in producing these results. On this subject, however, I need not enlarge. The necessity of thorough collegiate education has been so often and so ably set forth by others, that I may proceed at once to the more practical details of our system.

The knowledge required by the candidate, for entrance, in the early history of our colleges, was not, so far as I have been able to discover, materially different from that required now. I however here refer specially to those Colleges which were founded during the Colonial period of this country. There was then demanded as the condition for entrance, a considerable acquaintance with Greek and Latin, together with the usual amount of knowledge derived from the English language. The number of books required, was undoubtedly less; but the knowledge of the languages was, I think, in general more critical than that at present given in most of our preparatory academies. I presume that the knowledge with which President Edwards and the young men of his day entered Yale or Harvard Colleges, would have admitted them, without reproach, into most of our Colleges at the present day.

The fact I believe to be this. During our Colonial history, a large portion of our teachers were directly from Oxford and Cambridge Universities, and many of our young men who entered the learned professions here, completed their education abroad. The consequence was that the tone of classical education was elevated, and our academies were well sustained. After the Revolution, this communication with the older country, except for matters of business, ceased. Men were extensively engaged in the accumulation of wealth and the character of education deteriorated, and after some years had passed, it had sunk lamentably low. It has since improved, but I doubt whether in many points it has yet surpassed its ante-revolutionary standing.

So much for entrance to our Colleges at the time of their foundation. The Colleges themselves adopted in substance the same course of education as the institutions which they had taken for their models. This course consisted of the study of Latin, Greek and Mathematics, Logic, Elementary Theology, and a small amount of Natural Philosophy. There were no means afforded for gratuitous instruction. Every man was left to provide for himself; and hence the effort to obtain an education rendered an education doubly valuable. Four years, as now, was the period allotted to the course. The number of subjects of study was limited. A larger opportunity was allowed for the thorough research and original investigation, and if I do not mistake, the effect of the

Colleges upon the community was powerful and beneficial.

The question here forces itself upon us, are our Colleges at the present day, better or worse instruments for effecting mental cultivation, than they were before the Revolution? The circumstances of the community are so changed, that probably it would be difficult to form a correct opinion upon the subject. Yet if we suppose that the object of such institutions is to cultivate and develope to the highest perfection the best minds of the country, and if we estimate their success by the degree in which this result has been attained, and compare this portion of the public mind before and during the revolution with the same portion now, no one can contemplate the earlier literary institutions of this country without the most profound respect. Compare the Pulpit for fifty years before the revolution, as it appears in the press, with the pulpit fifty years after that event. Look at the Bar in all the colonies, read the speeches and discussions to which the revolutionary struggle gave occasion; observe the ripe learning, the acuteness, the sagacity, the knowledge of law, of the philosophy of human rights, which is manifest on every page, and compare these with the discussions on many similar topics as they are found in the various conventions for constitution-making, with which our age abounds, and I must say that our fathers, if they blush, must blush for their descendents. Chatham declared that nothing in Thucydides was to be compared to our revolu-

tionary papers. "There were giants in those days." In looking back upon them, we sympathise with Nestor, who always referred to the period, three generations ago, when he was the friend and coadjutor of heroes and demigods. If these men are a true exponent of the character of the instruction given at our older Colleges in the first period of their existence, these institutions have surely no reason to be ashamed of their alumni.

But to return from this discussion. We see that the College course, at the period of their first establishment, commenced substantially where it commences now. The same time, four years, has been allotted to it in both cases. But, let us observe the different amount of knowledge for which in the two cases the college system is held responsible. The Mathematical course has been greatly extended. The same is true of Natural Philosophy in all its branches. Optics has become nearly a distinct science. Chemistry, Geology, Political Economy have since that time, almost begun to exist. Intellectual Philosophy and Rhetoric have been either added to the course, or else have been greatly enlarged, and the same may be said of Physiology. All these additions have been made to the studies required of him who is a candidate for a degree, and all these must be pursued by every student. Besides all this, the number of books prescribed in the course of Latin and Greek, is very much increased. The amount which the college is required to teach, is doubled, if not trebled, but the time in which all this is to be done, remains to a day just as it was before.

The principles which have led to this result, seem to be something like the following. It has been assumed that every young man who goes to College, must take a degree; that he who takes a degree, must be acquainted with all branches of knowledge not strictly professional, and that he must acquire all this knowledge in the four years subsequent to his leaving the Academy. The least reflection will convince every well informed man, that this demand is made under conditions that render the demand itself absurd. Johnson, somewhere, when speaking of Milton's skill in instruction, remarks, that let the capacity of the teacher be what it may, his ability to teach, must be limited by the capacity of the pupil to learn. Does any one believe it to be in the power of young men to acquire all this knowledge, in such a manner as to insure valuable mental discipline, within this time. In conversing with English and Scottish instructors on this subject, when I stated the amount and the number of studies pursued by the students in American Colleges, I received the uniform and spontaneous reply, "The thing is impossible. You cannot do that work in that time." I think that every reflecting person will acknowledge that they were in the right.

Let us now consider briefly the effect which must be produced by crowding into the space of four years an amount of study so great that it cannot be thoroughly accomplished. And first, let us observe its effect upon the *pupil*. The object of education is to communicate knowledge and to

confer discipline. But time enters as an element into both of these results. A man cannot acquire knowledge by cursory reading, or by rapid unreflecting mental action. In order to fix our conceptions in the recollection, they must be thoroughly mastered, deliberately reflected upon, and surveyed in all their bearings and relations. Nor is this all, they must be reviewed and re-examined, until they are safely lodged in the memory; nor until this is done can they assume the name of knowledge. And yet more, the mind, if it would acquire discipline must investigate subjects for itself, compare the results arrived at by other minds, weigh and balance contradictory reasonings, and, on all points of speculative importance, put forth original action and come to its own mature and well wrought decision. Thus only can it be prepared for the labors of active life, where, left alone, it must, on every subject before it, decide in the main for itself. Now every one sees that this is not the work of hurry or thoughtlessness. It is very different from merely getting a lesson, and requires time and deliberation, and vigorous labor.

In estimating the amount of study proper for a collegiate course it is to be remarked that several of the quantities are fixed. We have ourselves limited the time to four years. Again, the ability of the students is fixed. Young men at this age, or men at any age, are able to do a certain amount and no more. Again, the diligence of pupils in general is limited to a certain degree; that is, there is an average amount of it, which,

practically, cannot be exceeded. Now if we increase our demand upon the pupil beyond the limit which nature has established as the utmost bound of possibility, the result must be that some or all his studies must be neglected. If, for instance, students, during the early history of our Colleges, were judiciously occupied upon the then existing course, and we have increased threefold the amount to be studied, it follows that the work at present must be more imperfectly done; the knowledge must be more superficial, and the discipline less exact. Habits of study deteriorate. Radical and original thought becomes more and more impossible. The student acquires the habit of going rapidly over the text book with less and less thought, and a tendency is created to the cultivation of the passive power of reception instead of the active power of originality; he thus knows a little of every thing, but knows nothing well. Nothing tends so strongly to arrogance as superficial knowledge. Nothing so leads a man to rash judgments and contempt of the lessons of experience, as the idea that he has compassed the whole circle of human knowledge by the time he has become of age. Solomon had observed a good while ago that there was more hope of a fool than of a man wise in his own conceit. Whether the public is at present suffering from the too rapid propagation of this form of folly, I leave it to others to decide.

Suppose the four years of a College residence

to be so crowded with a multiplicity of objects of pursuit that nothing can be studied thoroughly, and the effect upon *officers* of instruction must be apparent. Suppose the time to be all occupied by the existing course. You add to it another study, and the time allotted to all the rest must be contracted to make room for it. You add another, the same result takes place; and so onward as far as you choose to proceed. In the meantime the Teacher must curtail his amount of instruction within the limits of the time allotted to him, and must either confine himself more and more to the inculcation of elements, or else must go over the whole ground more and more superficially. Hence the knowledge which the discharge of his duties requires becomes less and less, and the stimulus to his own improvement becomes more and more inoperative. He is very soon able to acquire all the knowledge which he can by any possibility communicate, and is it wonderful if he be tempted to stop at this limit? If he acquire more knowledge he cannot use it in his profession. Nay, if he acquire more he must use it extra-professionally, his interests become absorbed in pursuits extraneous to the College, and thus, while he is improving himself, and enlarging the domain of science, he becomes really a less valuable College officer.

And hence, under the present system, the multiplication of professorships in a College by endowment or otherwise is, beyond a limited

amount, an ambiguous benefit. All the knowledge communicated must be communicated in four years. A small number of able officers will teach all that a class of young men can well learn in this time, if the labor is well divided. After this, every one that you add only renders the labor of the others less effectual and really less valuable. It is manifest that we might under these circumstances multiply officers until the whole system would be a perfect nuisance, a superficial going over a multitude of subjects without the acquisition either of knowledge or mental discipline. And hence it is, that, with us, there seems so little difference between a young College, with three or four professors and an old one, with ten or twelve. Nay, it not unfrequently happens, that the institution the worst appointed in this respect, really confers the soundest and most valuable education. It could not from the nature of the case be otherwise.

The course thus pursued leads almost of necessity to the employment of text books. This mode of teaching, as I am well aware, possesses peculiar advantages. If the text book be well prepared and present a well arranged outline of the science on which it treats; and if it be thoroughly mastered by the pupil, he cannot fail of acquiring a comprehensive view of the subject, and of thus forming a nucleus to which his subsequent knowledge will readily attach itself. It must not however be concealed that this mode of study may be carried too far. It will be car-

ried too far if it interfere with the exercise of the original powers of the pupil and of the instructor. Suppose, for instance, that the student attend three recitations a day of one hour each; and that three hours are allotted to each study. Two hours will be occupied in preparation for recitation, and the remaining hour, which is spent with the instructor, must be consumed entirely in recitation and examination. There will therefore be but little time left to the student for reading, reflection, writing or original investigation. He will acquire the doctrines of the text book and nothing more, without having been enabled to pursue them out to their results, or compare them with the views of other writers on the same subject. And moreover, a corresponding effect is produced upon the instructor. This mode of study allows him no time for forming or unfolding his own views. He is from the necessity of the case limited to the inculcation of the doctrines of the text book. However profound may be his knowledge he has no means of unfolding it. Hence his motives to increased intellectual exertion are wholly aside from his profession. And hence all teachers are reduced to very nearly the same level.. If the professor have mastered his text book and be able to inculcate it upon his pupils, it is all that is required; nay it is all that the system allows. This is evidently a serious disadvantage to an instructor of ability and enterprize, and its effect upon the cause of education cannot but be disastrous. That text books, or

abstracts of a course of instruction should not be used, I by no means assert; all I affirm is, that they should not be so used as to supercede the necessity of the vigorous and original action of the mind of the instructor upon the mind of the pupil.

And, once more, this superficial education, of necessity, propagates itself. The imperfectly and superficially educated man is placed at the head of a preparatory school. He communicates the same sort of knowledge which he receives, and in the same manner. He was never taught to study, and he never teaches his pupils to study. He sends to College a second and inferior edition of the type of intellectual character which he himself received there. The candidates for entrance, are found more and more imperfectly prepared, and thus the standard of College education is year after year more and more depressed. The College cannot resist the tendencies which it has itself created. The same results exhibit themselves in the other professions. He who in College has formed the habit of superficial thought, carries it to the Pulpit, the Bar, and the Senate. Having acquired all the science, in four years, like Napoleon in his exaltation, he thinks that nothing is impossible. He believes that every thing can be comprehended at a glance, and that the starlight wisdom of the past must fade away before the meridian effulgence of his own far-seeing intellect. And not unfrequently the College itself comes in for a share of his illuminations. He despises all

exact and ancient knowledge, because it is behind the age. He would have nothing taught but what is useful, and he believes nothing to be useful which is not popular. It is too commonly popular to pull down whatever is established, and thus not unfrequently, the very men whom the College has educated, as well as the system would allow, are the foremost to join in the cry against every thing which is designed to elevate the intellectual character, and cultivate the public sentiment of the nation.

Thus much of the four years course as a constituent element of our collegiate system. It will be necessary before closing this part of the subject, to refer to one or two incidental topics. And, first, of stimulants.

I have remarked already on the excessive stimulants in the English Universities. In these Institutions they occupy so prominent a place, as to render the labor of Collegiate and University instruction comparatively unnecessary. The University furnishes residence, books, all the appliances for study, and offers such rewards as are of themselves sufficient, in a large number of instances, to secure all the diligence that could be desired. A large portion of the instruction at present, is performed, not by officers appointed by the University or the Colleges, but by private tutors provided by the student himself. The pupil enters the University, becomes a member of a College, and frequently employs his own instructor at his own expense. If his tutor be competent, the

pupil may, if he please, pay very little regard to the regular instructor under whose care he is nominally placed, and yet, if he be able and diligent, he may attain the highest honors of the University. Thus were the instruction of the University wholly withdrawn and its labors restricted solely to the examination of students, and the conferring of rewards, the system might go on in many respects as it does now. It is a matter of complaint in these Institutions at the present day, that the tendency of the system is to render the instruction of the regular College Tutors comparatively unnecessary. Nor is this all. A system of this sort is liable to the vice of substituting the love of the reward for the love of that for which the reward is conferred; to induce study for the mere love of the emoluments of scholarship instead of the love of intellectual improvement. That such has been the case in England, there is reason to fear. In the Universities, there exists brilliant scholarship and enthusiastic diligence up to the point necessary to the attainment of a Fellowship, but here it too frequently stops. The object having been attained, the effort ceases. I know not how else to account for the fact that with such magnificent endowments, such illimitable means for research, abounding in men of decided ability, and situated in the very bosom of the most highly civilized nation on earth, a nation peculiarly proud of her illustrious men, these venerable institutions have for the last century added so little to the amount of human knowledge.

I make these remarks with the most sincere respect for the Universities of Oxford and Cambridge. I speak of the system as it is, and not of the men by whom it is administered.

This it will be admittted, is stimulus in excess. But this by no means supposes that stimulus is unnecessary. I grant, at once, that the intellectual motive for study is the love of knowledge; and the moral motive, the desire to serve God in the way which his Providence has marked out for us. But God has seen fit in the constitution under which he has placed us to set before us collateral advantages which shall quicken our efforts, and present additional motives to exertion. Thus he has told us that knowledge will increase our power. "A wise man is strong, yea, a man of understanding increases strength." He has set before us the good opinion of our fellow men as a motive to exertion. "A good name is better than riches." He has told us that diligence leads to eminence. "Seest thou a man diligent in business, he shall stand before kings, he shall not stand before mean men." And all this we see verified in actual life. When the youth grows up to manhood, all these consequences are vividly spread out before him, and produce their full effect, for he is now capable of appreciating them. They are not designed to be, and they should not be his controlling motives; they are merely auxiliary, and they should so be treated. They however have a place assigned them by the Creator; and I see not why they should be

ejected from this place. All that is required, is, that they should never usurp the place of higher motives.

But to young persons in general, these motives are seen, if seen at all, in the dim and shadowy distance. Other and more immediate motives, adapted to their age and inexperience, must be brought into action. What parent ever presented the love of knowledge and of duty to a child as the reason why he should at first go to school. Were he to rely upon these and no other, I apprehend that the business of school teaching would soon come to an end.

He directs his child to go, and tells him that he thinks it will be best for him, and this ends the matter. When the child has grown to be a boy, he would, in nine cases out of ten, prefer play to study. He must feel it necessary to go, and know that he may expect the displeasure of his parent if he be a truant. But this is not enough. He is an intelligent being, and it is desirable that he be placed in such circumstances that he would of himself desire to go to school and to be diligent while he is there. If he see not the value of a knowledge of Latin Grammar, and what boy ever did see it, let him see that by acquiring that knowledge he may obtain something else on which he places value. Let there be set before him collateral advantages, such as, under the government of God, would attach to diligence in subsequent life. The great principle of that government is, that every man receives the consequences

of his own actions. As a pupil can rarely appreciate the *ultimate* consequences of his present actions, let us place before him *immediate* consequences, so far as possible, analogous to those which must afterwards inevitably ensue. He will thus be in the best manner trained up for what is in reality before him.

These remarks apply in principle, to Colleges, as truly as to schools. If true, they would teach us to present rewards to diligence which shall be immediate, operating on the youthful mind from term to term, and from day to day. Let the student see that in College as in life, he receives according to what he has attained. The rewards of diligence may be acknowledged standing, or premiums for excellence in scholarship, or both of these combined. And I doubt whether any system of instruction for young persons will be energetic and efficient, unless it involve to a considerable degree this important element.

In the Colleges in this country, the practice in this respect is various. In some cases, the standing of each scholar is assigned relatively at the close of every term. In one College, besides this, medals are awarded to distinguished scholarship. In others, pupils are divided into several ranks according to their attainment, each rank comprizing a considerable number of individuals. In others, the relative standing of the student is not made public by the faculty until the close of the Collegiate course, and then it is expressed by the place assigned to each person, in the exercises

on the anniversary Commencement. And in others, this principle is totally set aside, and no distinction whatever, is made either during the whole course, or at the close of it, from the fear of fostering improper emulation.

For myself, I believe this principle as here explained, to be a valuable coadjutant, both for instruction and discipline. We allow the necessity of the use of penalties. If a student be idle and worthless, we are obliged to give pain to him and to his friends by removing him from College, or by the infliction of disagreeables of some sort or other. We require him under this necessity to attend upon his Collegiate exercises, and to be prepared for his private and public examinations. Why should we not also act on his *hopes*, and make him feel that it is as much for his interest to do well, as merely to escape from the censure of doing badly. Both are aside from the motives of love of study, and the fear of God; but I do not see why one is not as innocent and as worthy to be employed as the other. I do not however intend to argue this point; neither my time nor inclination prompt me to the undertaking. While I respect the motives of those who differ from me on this subject, I am constrained to believe that they have taken a one sided view of the question.

The last topic to which I would advert under this head is examinations. So far as I know in this country, these are always conducted *viva voce*. The class or a portion of the class, as the case may be, appears in the examination room,

and each one, in order, is called upon to recite some portion of the author that has been studied during the previous term or year, and is then questioned by the examiner, (who is I believe, always his instructor,) in the presence of such persons as may be invited, or as chose to be present. Only one person is examined at a time. The portion in which he is examined, is assigned by the teacher, or which is better, is determined by lot. Of course, the time which can be devoted to each individual, is very short. Suppose twenty young men are to be examined for two hours. No one can be under examination more than six minutes. During all the rest of the time, he is entirely unoccupied.

Now every one must perceive that a system of examination of this sort must fail in almost every essential particular. In the first place it creates no satisfactory test of the students acquaintance with the subject. He may have read three or four books of Homer, and he is examined on five or six lines. He may have studied a system of Moral Philosophy, and he is examined on two or three paragraphs. He has studied the Elements of Geometry, and he is examined on a single proposition. If the instructor assign him his portion for examination, it is in his power to select the passage with reference to his own particular views. If the portions are determined by lot, then the appearance of each individual is, to a considerable degree, a matter of chance. One draws an easy passage, and, though moderate in scholarship,

may do brilliantly; another far his superior, may fall upon a difficult one, and appear indifferently. Hence, not being a thorough test, it cannot be honestly relied upon, and a student's scholarship must be determined, to a considerable degree, by his general scholarship during the term.

Much less can it be relied on as a test of relative scholarship. No test can be accurate, unless the same demand be made upon every competitor. If all have the same work set before them, then a comparison can be instituted between those who do the whole, and those who do a part; and among those who do the same work, between those who do it well, and those who do it less well. In this manner a satisfactory test can be presented, and as every one must be convinced that he has had a fair chance, no one can reasonably be dissatisfied with the result. In this manner alone, can examinations present a sound and universal stimulant; for, in this manner alone, can they accurately reveal the absolute and relative standing of the candidate.

In every respect, therefore, it may be considered that our stimulants to study are extremely imperfect. There is, in but few cases, such a report of standing and proficiency as shall appeal to the love of high scholarship; there are very rarely premiums offered, and these premiums are for relative instead of absolute scholarship; and our examinations are not of such a nature as to determine scholarship, so as to enable either instructor or pupil to rely upon them with certainty.

The absence of this power creates the necessity of additional strictness, and more minute supervision. In proportion as the student is feebly moved by the hope of reward he must be urged the more sternly by the fear of deficiency. The mode of study must be such that this deficiency will be apparent at shortly recurring periods. Hence, the instruction must for the greater part be conducted by means of recitations from a text book, and frequent if not daily examination must be made of the pupil's progress. If he incline to negligence, he must be spurred onward by the dread of disgrace, the loss of his present standing, or the ultimate loss of his degree. It will hence occur that great labor devolves upon an officer to keep a class from running down, to urge onward the lagging, and to save the indolent from utter abandonment. Now I do not speak of this because I wish to render the life of an instructor an easy one. Woe be to the cause of education when this is the case. No man can do his duty in any profession, and in that of teaching, least of all, without zealous and incessant labor. But I say that supposing the amount of labor fixed, it is desirable to render it as efficient as possible. If a system can be devised which will enable an instructor to devote his abilities to the cultivation and development of mind, and which will stimulate his pupils to avail themselves eagerly of his instructions, it is to be preferred to a system which in its nature tends to render them indifferent to the objects of their professed pursuit, and imposes upon him the

necessity of pressing them onward in the path of duty by the force of personal and official influence. Men act more freely and more powerfully from hope, than from any depressing motive, and the stronger the operation of this principle, the more readily is formed that *esprit du corps* that literary enthusiasm, that eager love of truth and desire for intellectual development, without which a University is but the letter without the spirit, a body without a soul.

It seems to me then that our literary institutions in this country, are greatly deficient in this important element of a well arranged Collegiate system. I see no reason why the standing of every student should not be publicly announced at the close of every term, or just as often as the instructor sees fit. The public opinion of the society is thus brought to bear upon each individual. But, besides this, I think that great advantages would result from the establishment of a large variety of premiums for distinguished excellence in the various branches of study. Such premiums should not, I apprehend, be given simply for *relative* rank, for then it is the mark of no particular attainment; the best scholar in a poor class may win it as well as the best scholar in a good one. Under an indolent instructor all may be moderate together. I apprehend therefore that prizes should be offered only for the doing of particular things, the writing of essays, or poetry in the English or other languages, the solution of high and difficult problems, and the

authorship of dissertations of pre-eminent merit on some branch of science or literature. These should never be awarded solely by the instructor, and they should never be bestowed unless the performance entered for competition be not only relatively the best, but also absolutely good, and deserving in itself of the commendation of an University. Thus prizes might be founded for Latin or Greek dissertations on a given subject, for Latin or Greek poetry; for extempore translation into Latin or Greek prose or verse, for the extempore solution of mathematical problems of a high character, for disquisitions on subjects of philosophy or morals involving a thorough and generous knowledge of those branches of science in which the competition was created. In this manner, the stimulant would operate both upon the officer and the student. Unless the officer taught well, his pupil could not gain the reward. And let the teaching be what it would, unless the student were diligent he would have no hope of success. In this manner a new incitement would be made to operate upon both, and both would be urged by a new motive to the accomplishment of the same result.

But I would not confine the system of premiums to proficiency while in College. It is of great consequence to elevate the standard of qualifications for entrance. I would therefore award several premiums to those who were matriculated with the highest attainment. This would induce much better scholarship in those who

are fitting for College. It would be an inducement to young men to remain longer at the preparatory school, and thus render this branch of teaching more generous and more perfect. And if, in addition, the name of every prize scholar were designated on the annual catalogue, with the name and place of his instructor, this form of stimulus would extend itself was beneficially to this part of the educational system.

I have spoken of the oral character of our examinations and of its defects. In the University of Cambridge, England, all examinations are conducted in writing. The questions for examination are printed beforehand, and delivered to the class in the examination room. They then see them for the first time. Every student is furnished with a copy. The same time is allotted to all. When the time has expired, each student signs his name to his papers and hands them to the moderators. By a comparison of these the standing of the scholar is decided. The same work is set before all, and the value of each question is previously established. In this case, it is not difficult to decide who has done the greatest number or those of the greatest value. And I believe that in no case has the least suspicion of unfairness been awakened. Nor, although competition is keen and earnest beyond any thing that we conceive of, is any unkind or envious rivalry apt to be engendered. It is only a short time since, that two young gentlemen, intimate friends, were after examination, the acknowledged

sole competitors for the highest honor of their year, the appointment of senior wrangler. This competition had never produced in their bosoms the least feeling of coldness or alienation. When the hour at which the result of the examination was to be declared arrived, they walked out together to avoid the excitement of the occasion. The conversation naturally turned upon their mutual chances of success and each one assigned the palm to the other, and each honestly thought his friend more deserving of it than himself. When they returned from their walk, the rank had been awarded, and the University was re-echoing the acclamations of rejoicing at the event. They both in entire simplicity of heart united in the excitement of the scene, and no one would have known from ought that appeared, or as my informant believed, from ought that existed, which was senior or which was junior wrangler. This is noble, and as it becomes high minded men. It teaches us how much better it is to eradicate envy by the inculcation of higher principles and the carrying out of even handed justice, than to yield to it and thus cultivate it, by admitting that you dare not do justice from the fear that it should be awakened. I have had some experience on this subject, and I have never seen less envy than when, on the principles of pure justice, the standing of every man was publicly set forth. I never have seen so much of it, as among those who would have all distinctions abolished from the fear that it would be excited.

The objection to this mode of examination is its expensiveness. The printing of so much Latin and Greek and Mathematics would form a heavy bill, and in the neighborhood of many of our Colleges could not be executed. It is however probable that the same result could be attained in some other way. Another objection is the amount of labor which it involves. When examinations are to be held in so many branches of study as are taught in our Colleges, and where every officer is so fully employed, and where it would be difficult to procure persons not members of College to undertake the labor, a serious obstacle is presented. How this is to be obviated I do not very well see. It would however involve but little difficulty to make the experiment on a small scale, and if it was found to answer a valuable purpose, means might be found to extend it throughout the whole system. Of one thing I feel confident, and that is that no system of education will be successful in this country, without the introduction of strict, impartial and searching examinations. In what manner these can best be effected every one must be left to judge for himself.

The question will here be asked what are we to do with the four years course? I answer, it seems to me of but very little consequence whether we do with it or with out it. The whole course, originally, like the apprenticeship to trades, extended to *seven* years, at which time the pupil proceeded to Master of Arts, with the full liberty of teaching or

lecturing wherever he pleased. The degree of Bachelor was only initiatory, and did not excuse the student from residence at the University during the remaining three years of the course. This has been since abridged to four years, and nothing additional is required of the candidate for the second degree. There is nothing magical or imperative in the term of four years, nor has it any natural relation to a course of study. It was adopted as a matter of accident; and can have, of itself, no important bearing on the subject in hand.

But is it not important to have some standard fixed; and to have this standard as high as possible, to which the candidate for the certificate of a liberal education shall conform. I answer most truly, and I would elevate rather than depress it. I by no means sympathize with the efforts made in various forms to render the requirements for a degree less exact or comprehensive or scholarlike. Some Colleges maintaining the four years course allow so much time for vacations that the period of study is actually reduced to three years. Others vary the requirements in such a way that the discipline and attainments demanded are very different from those formerly established. We see therefore that fixing the time to be occupied ostensibly in liberal study, by no means accurately fixes the amount of knowledge required for a degree.

I am by no means tenacious of the term of four years. I certainly would not have the period curtailed, commencing with the present or even with

much higher requirements for admission to the University. But I would not have it a matter of time. Instead of fixing upon a period of four or five or six years, I would designate the amount of knowledge and discipline which could be attained by ordinary talent and persevering diligence during that time. But supposing this time to be fixed, the question is how shall it be occupied; in thorough or in superficial study; in full and manly development of the powers of the mind or in merely running over elements. That is to say, shall we so arrange the course that every subject taught can be so far pursued as to render the student a proficient in it, and thus impart to his mind the character of manliness and original power; or shall we oppress the time by the multitude of particulars crowded into it, so that neither pupil nor teacher can either communicate or receive any thing more than an outline of science. It seems to me that the proper course is marked out by plain common sense. Let the requirements for a degree be high, but let them be high in attainment of knowledge and not in the number of things to be properly learned. Or, if it be thought that every thing at present taught should be required of the candidate, then let the period of study be extended. What we do let us do well, and then our system will recommend itself.

I am fully aware that this is the most difficult part of the subject, and the point at which the greatest number of objections will be raised. It will be said that the custom of a four years course

has been so long established that it cannot be altered, that the people require a cheaper, a more universal education, that they will not bear any thing which shall render the attainment of degrees more difficult; and I allow that all these so far as they are true, belong to the nature of objections. I allow them their full effect. I have great respect for the opinions of the people when they are expressed deliberately, after a full knowledge of the facts and reasonings in the case. Without deliberation and knowledge, however, the public sentiment is as liable to err as the sentiment of an individual. Do just as the people direct, if you do unwisely they will like it no better for their having directed it. Do rightly and well, whether they have directed or not, and they will in the end approve it. I firmly believe that if our system of Collegiate education can be improved it will be received with greater favor than at present; and with increasing favor in proportion to the value of the improvement.

And, again, in suggesting changes I am very far from believing that any wholesale revolutions could be effected immediately without great injury. Such revolutions in matters of civil government are never effected without great peril and seldom without social disorganization. It is the same with respect to any thing which has been long established, which has taken deep root in the feelings of men and become interwoven with the usages of society. I therefore in this and in all that I say, recommend nothing of this kind. My de-

sire is merely to make out the points at which we are to aim in the changes which we attempt to introduce. I leave to others to say when and how, and in how far they may be adopted; if worthy of being adopted at all. We have proceeded for nearly two centuries on the same plan, adopted by imitation from the then existing institutions of the old country. It surely cannot be deemed obtrusive, since we seem at present determined to modify our system, to examine its construction and inquire with what object, and tending to what design, our changes are to be made.

Let us then, taking the present condition of our Colleges as our starting point, inquire in what manner they may probably be changed for the better.

1. It is certainly practicable to enlarge our requirements for admission. We may demand a much more thorough and scholarlike acquaintance with Latin, and Greek, and Arithmetic, the elements of Mathematics, Geography, History, Ancient and Modern, and the English Languages. The benefits of such a change would be manifold. It would materially improve the condition of all our academies. It would render the office of principal, of far greater consequence; as it would require more thorough scholarship, and command a higher remuneration. In England, the teachers of the preparatory schools hold a rank among the ablest and most distinguished of her scholars. The Masters of Westminister and Eton, of Rugby and Harrow, stand side by side with Bishops and Heads of Colleges. There is no

man in Great Britain at this moment, enjoying a more enviable or a better deserved reputation than Dr. Arnold, the beloved and revered Master of Rugby. Why should it not be so here? Why should our academies so frequently be committed to young men preparing for the professions, who only teach for the sake of the emolument of two or three years labor, and then abandon the occupation forever. Just in proportion as we require more, will more be done by academies, and the more that is done there, the higher will be the rank, and the more pleasant the situation of the principal.

But again, by raising the requirements of Colleges, we shall enter students of a more uniform and more advanced age. The advantages of this alteration are easily seen. Students are now commonly admitted on the completion of the fourteenth year. At that age, they may be able to acquire the knowledge of languages required by our statutes; but they are by no means generally prepared for the increasing difficulty of the course as it is now constituted. They are not of sufficient maturity to be left to self reliance. Hence many of them fail when they so rapidly approach the more abstruse branches of study. And besides, they are at once associated with men of twenty-five or thirty years of age. The manner of teaching adapted to persons so widely differing in age, should manifestly be different. But under the present system, the same lessons are to be learned by all, throughout the whole period of

College tuition. This is manifestly disadvantageous to the instructor and to the pupil. Were the requirements such as to detain at the Academy the youngest class of our students for two or three years longer, it would, as it seems to me, be of great service to both parties. Of this our students who graduate young are almost always convinced. I have rarely conversed with one of these on this subject, even although he may have attained to high scholarship, who has not declared that he now felt himself prepared for nothing so well as to pursue his whole Collegiate course over again; and who did not deeply deprecate his misfortune, in having gone over so important subjects of thought, at so immature an age.

The advantages to scholarship from this alteration are equally obvious. With more thorough knowledge and a more mature understanding, the student would more fully appreciate the value of time, and more accurately estimate the bearing of his present diligence upon his ultimate success. He would be the better able to put forth his already developing powers of original investigation. He would feel in some degree, his ability to inquire for truth for himself and not merely to treasure up the knowledge which is contained in text books. His mental occupations would thus assimlate more nearly to those in which he is to be engaged in professional life. And I cannot but believe that the result would be a more manly, intellectual stature and a fuller and freer mental development.

The effect upon teachers, would I apprehend, be equally beneficial. As it is at present, there is but little division of labor between the teachers of Academies, and the teachers of Colleges. Both do very much the same work, and from want of being done well, it is of necessity, to be done over and over again. Both are confined very greatly to the inculcation of elements. The student, owing to imperfect preparation, and the limited time devoted to each branch of study, is unable to enter upon the higher and more widely related departments of science, and the instructor is equally unable to put forth whatever of talent he may possess, in his peculiar profession. Any plan which would give freer scope to the abilities of both parties would, surely, materially subserve the best interests of education.

And now supposing a change of this kind to have been made; there are three modes in which our present system might be modified.

First, the number of studies pursued during the College course, might be limited in such manner that whatever is taught may be taught thoroughly. The College would in this case be open only for persons who are candidates for degrees. The standard of attainment may be as high as is considered desirable. The difference aimed at would be this, that, instead of learing *many* things *imperfectly*, we should learn a *smaller* number of things *well*. I am sure that every man in active life would, on retrospection, wish that his education had been thus conducted. By learning one

science well, we learn *how to study*, and how to master a subject. Having made this attainment in one study, we readily apply it to all other studies. We acquire the habit of thoroughness, and carry it to all other matters of inquiry. The course of study at West Point Academy is very limited, but the sciences pursued are carried much farther than in other institutions in our country; and it is owing to this that the reputation of the institution is so deservedly high. The English University course is, in respect to the number of branches pursued, limited, and yet it is remarkably successful in developing the powers of the mind. Observe the maturity and vigor which the young men there frequently obtain. They sometimes go from the University, as for instance, Pitt, Fox, and Canning, directly to the House of Commons, and are competent at once, to take an important part in the labors of that august assembly. And yet more, I apprehend that the acquisition of the habit of thoroughness is the true method of arriving at the most extensive attainments. A few years since I had the pleasure of meeting one of the most learned German scholars who has visited this country. I asked him how it was that his countrymen were able, at so early an age, to obtain the mastership of so many languages. He replied "I began the study of Latin at an early age. Every book that I studied I was made thoroughly acquainted with. I was taught to read and re-read, translate forwards and backwards, trace out every word and know every thing about it. Before I

left a book it became as familiar to me as if written in German. *After this I never had any difficulty with any other language.*"

2. But secondly. Suppose a course so limited does not find favor, and it be contended that as the branches of knowledge are multiplied, a greater number must be included in the course of liberal education. If this be thought preferable, let us do this. But let us not attempt impossibilities, nor let us be contented with superficial education. Let us extend the term. It was originally in fact, seven years. Let us make it five, or six. If the requirements of admission were greater, and the College course increased by the addition of one or two years, a great gain would be made to the cause of education. I think that there is but small fear of our doing too much, if we only do it well.

3. The third plan would be to make a College more nearly to resemble a real University; that is, to make it a place of education in all the most important branches of human learning. This might properly include instruction in all professional, as well as ante-professional science. It should comprize teaching in Latin, Greek, French, German, and Hebrew languages, Mathematics, Mechanics, and all the branches of Natural Philosophy, Moral Philosophy, Intellectual Philosophy, Physical Science in all its departments, Rhetoric and its kindred literature, History, as well as instruction in Law and Medicine.

Of these branches, those might be selected

which should be required of the candidate for the degree of Bachelor of Arts, and his graduation might depend not on time of residence, but on proficiency to be determined by examination. Another course embracing other studies might be made requisite to the obtaining of another degree. If one is Bachelor of Arts, the other might be Bachelor of Science, or of Literature. And still more, in order to bring the whole course of study within the scope of University stimulants, the degree of Master of Arts, instead of being conferred without additional attainment, as it is at present, might be conferred only on those who have pursued successfully the whole circle of study marked out for the candidates for both degrees. The degree of Master of Arts would then designate a degree of positive attainment, and would be a valuable and efficient testimonial. As it is now, to all practical purposes, we throw this degree away. It exerts no power of motive whatever. The best and the worst scholars are equally entitled to it on the third year after graduation. It might be made, as it seems to me, to subserve a valuable purpose in a system of education. A still further modification of the studies taught in a College will be suggested on a subsequent page.

It may be a question which of these plans is best suited to the purposes of our country. Either would I think be preferable to our present system. One may answer better in one place and another in another. I merely suggest these as topics for consideration to those who are interested in the cause

of Collegiate education. I am desirous at least of laying the case before the visitors and officers of Colleges among us for candid consideration. If they should contribute in even so small a degree to direct the public attention to the points to be aimed at, or even to be avoided, I shall receive a full reward. In this country, if a movement can only be but commenced in the right direction, it will soon make ample progress. I say a movement in the right direction, for I have no idea that any change of value can be made instantaneously. If however the learned and able and self-sacrificing men who are now engaged in the profession of teaching can be led to act wisely and in concert on this subject, and the public can be brought into harmony with their action, I believe that a mighty impulse might be communicated to the cause of education among us.

Sect. 4. *Of College Discipline.*

I have thus far spoken entirely upon the intellectual part of a College education. The Physical arrangements remain yet to be considered. This part of the subject will not require so extended a discussion as the preceding.

The physical arrangements of an American College are, I believe, generally these. The

College erects buildings for the accommodation of students, consisting almost entirely of domitories. The buildings are commonly after the same model, disconnected from each other, three or four stories high, and containing from about thirty to nearly fifty rooms in each. One, or more commonly, I think two students occupy the same room. The residence is assigned to each pupil by the President or some other officer. The junior officers occupy rooms in the College building during the day and night, and the senior officers in some institutions during the day. All the rooms in many Colleges, are visited by the officers during some part of the day and evening, for the purpose of preserving order, but how universally this practice obtains, I have no means of judging.

In most Colleges, a commons table is provided for the students and for the junior officers if they choose, at the nett cost. In some cases, the pupils are *obliged* to board in commons, in others this is optional. In general, then, the College undertakes to stand to the student in the place of a parent, providing for him board and lodging, and the services usually included in this charge, as well as education; and it assumes the responsibility which attaches to this undertaking.

The laws respecting residence, are, therefore, constituted upon this principle. The student is required to arise for public prayers and recitations at an early hour in the morning; to attend his recitations and lectures as often in a day as he may be directed; to remain in his room during study

hours, and always in the evening; to attend no places of public amusement; and in general, the laws are constructed upon the supposition, that the pupil requires during his residence, something like parental supervision, and this supervision the College undertakes to supply.

Under such a system, of course, the rules must be uniform. No difference can ever be shown in the administration of a law. The student of twenty-five or thirty years of age, must be subjected to the same law as the student of fifteen. Nor can any allowance be made for difference of character and habits. The principle on which the system is based, is supervision, and responsibility for the moral character of the pupil. Those who need this supervision, and those who do not need it, must equally conform to its requisitions. All this is evident, for a rule which is put in force, only at the will of the executive, ceases to be a law, and becomes nothing more than an arbitrary exercise of power.

Let us now impartially consider the advantages and disadvantages of this part of our Collegiate system.

The first argument which is advanced in favor of it, is its economy. It is believed by many persons, that the cost of board and lodging is much less than it would be if students procured accommodations in families in the vicinity of the College. So far as this is true, it is well worthy of consideration. Whatever can reduce the cost of education without reducing its value, is a gain to

the community; just as the reduction of the cost of flour, or fuel, or any other article of use is an advantage to every consumer, and equally in the end to the producer.

2. It is believed that under a system of this kind, the morals of pupils will be more effectually guarded. It is supposed that the temptations to vice will operate much less effectively upon a young man placed under the care of his instructors. Residence in College buildings, under the circumstances which I have described, is supposed to furnish the means for such a supervision. Were the student permitted to go and come when he would, to be absent or at home by night at his own pleasure, he would be liable to all the seductions of bad company, and the allurements of vicious example. This is a point deserving of the gravest consideration. The most important end to be secured in the education of the young, is moral character. Without this, brilliancy of intellect will only plunge its possessor more deeply in temporal disgrace and eternal misery. If this part of our present system really produce the best moral effect, it should never be abandoned; for, if we have so constructed our plan that this end is attained, we may be assured that every other benefit that falls within the range of its influence, will follow in its train.

3. It is also said that the advantages of a public education could not in many respects be attained without this species of residence. A young man comes from home with various incidental pe-

culiarities, the growth of his local associations as well as the results of his own individual idiosyncracies. In the friction of a College life, these are rubbed off, and the man, with his practical faculties quickened, and his own self estimation rectified, is the better prepared to act his part on the theatre of life. There is reason also in this consideration, which is well worthy of attention. So far as this sort of practical education is gained, it is valuable. All that we have to guard against, is the paying for it too dearly. These I believe are the principle reasons urged in favor of this feature of our present system.

On the other hand, various objections will occur to the mind of every man who calmly reflects upon it.

The first fact which strikes us in looking upon these arrangements, is that they are unnatural. The family, with all the sympathies of relationship and society, is the natural place for the young. They are at an age in which they require attention in time of sickness, and care in time of health. They are soon going out into the world to suffer or to enjoy as the punishment or reward of the actions of every day. It would seem desirable that they should be gradually introduced to the responsibilities which they are called to assume. As they are going from home on probation, wisdom would seem to direct that their situation should combine in as great a degree as possible, the elements of the situation which they have hardly left, with those of the situation which they are shortly to occupy.

Now I think it obvious that the present system is unsuited both to the younger students, and to those that are farther advanced in age. The former would be better situated under more perfect supervision, while to the latter, so large an amount of supervision is unnatural and unnecessary. A pupil, of the age at which many of our students enter College, requires to be much more directly under the influence of his instructor; he needs to be quickened, and directed by counsel and personal intercourse; otherwise he is tempted to spend much of his time in light and frivolous reading and in useless amusement. His habits are not yet formed, and nothing but assiduous attention will be likely to form them aright. And besides, he is commonly unaware of the precautions necessary to preserve himself in health, or to take care of himself in sickness. He is left in his room to assume the charge of himself as though he were of mature age. He is shut out from all the influences of home, and removed at once from all restraints which arise from being under the inspection of parents and relatives. Every one must be aware that no young person can be placed in such circumstances without exposure to great risks.

But the same discipline is generally unsuited for those who are farther advanced. There is no reason why an instructor should assume any special moral responsibility for young men who have already attained to majority, who are recognised by law and the customs of society as competent in all respects to govern themselves, and who are, in

all other circumstances, held to be perfectly responsible for their own actions. It seems unreasonable that they should be subject to a discipline which prescribes rules for their residence, and also for their presence by day and by night. It might well be supposed that they are competent to act in these respects for themselves, and to take the consequences of their own conduct. But College law, can make no difference in its treatment of undergraduates. What is the rule for one, must be the rule for all. If therefore the system is adapted to the young, it will be unsuitable for the older, if adapted to the older, it will be unsuitable for the young. If a half way course is adopted, it will be suitable for neither. A large part of the difficulty which occurs in course of Collegiate discipline, arises directly from this source.

It is not inappropriate to mention the bearing of this part of our system upon health. It has the advantage of regularity, but this is almost the only one, of which, in this respect, it can boast. The buildings being all contiguous, no necessity of exercise is imposed. Hence, in almost all our Colleges, young men suffer severely from intense physical indolence. They spend day after day in warm rooms, leaving them only at the hours of recitation, prayers and commons, and then only to cross a small court or pass from one building to another. In sickness, they are from necessity, deprived of all the ordinary comforts which their situation demands. From their habits of social intercourse, as well as from proximity of resi-

dence, the lighter infectious diseases are rapidly communicated. I have sometimes known a large portion of the students in a College disabled from attendance on their literary exercises from the prevalence of measles, mumps and similar diseases. These, it may be said are minor evils, yet in deliberating upon a question of this kind, they are not unworthy of serious consideration.

Let us in the next place consider the moral bearings of this question.

The advantage of the present system, on the score of morals, arises from the supervision which is extended by officers over their pupils. I am by no means inclined to underrate the value of this supervision. I know that it is considered by College officers as one of the gravest of their responsibilities. They frequently devote to it a large portion of their time, and of their most anxious thought. Besides bestowing upon it a large amount of personal attention, they labor to cultivate such a tone of moral feeling as shall render vigilance comparatively unnecessary. They do all that the circumstances of the case allow. But let us see in how far they are enabled to accomplish their object.

The buildings in this country are never constructed with a view to supervision. They are open from the beginning of the term to the end of it, by day and by night. The Colleges are always within a short distance of the usual temptations of youth. And in this respect, it matters really but little whether an Institution be situated in

a town or in the country. Place it where you will, in a few years, there will cluster around it all the opportunities of idle and vicious expenditure. Under such circumstances, it is obvious that no physical means can be devised which shall furnish such supervision as will present an impassable barrier to unlawful inclination.

But still more. In most of our Colleges, the larger portion of the officers are heads of families, residing at a distance from the College premises. Their studies are sometimes, perhaps more frequently, within the College buildings. These they occupy during the day, and perhaps during the evening. But after they have retired, the whole supervision of the Institution is committed to the smaller number of junior officers. The immediate charge of one or two hundred pupils is left to three or four persons residing in different parts of several unconnected buildings, and all of them open by day and by night. These officers would always disperse any noisy or unsuitable assemblage within the College walls, and take notice of any absence during the hours of visiting. They can however do but little more. We frequently hear the disorders of the English Universities made a matter of remark, but there, all the College buildings are constructed with reference to this object, and all the officers, both young and old, besides a large number of Fellows reside within the College walls. *We* expect a much more perfect supervision without having provided any of the means for carrying it into effect. If we

really intend to carry out a system of exact moral responsibility, it is manifest that our arrangements stand in need of a radical change. In order to put this subject in a true light, suppose that a building similar to one of our Colleges, and provided with the same means of moral restraint were erected in one of our cities, for the purpose of boarding and lodging young men of from fifteen to twenty five or thirty years of age. Would any parent consider his son better situated in such an establishment, than in such a boarding house as he might select for him. I cannot, for myself see that such an establishment would possess any peculiar advantages. No one that I have ever heard of, has yet made the experiment.

But, aside from all this, there are particular disadvantages arising from this intimate association of so many young persons, so far from all the ordinary influences of society. Where so many young men are collected together, it is manifest that not a few will have been already addicted to habits of vice. It will, I fear be found too generally true, that the wicked are much more zealous in making proselytes than the virtuous; and here, as in any other case, the danger of contamination is greatly increased by the nearness of the contact. Older residents, influence for evil those who have more recently entered. The succession is thus kept up, and he who has any tendency to vice, will in such a society, readily find associates and abettors. Young men are, to a proverb, frank and confiding. Entering upon a new scene, they

easily become allied, without reflection, to those who have been long initiated, and who seem disposed to patronize them. In this manner, associations are frequently formed in the very commencement of a Collegiate course which give a sad, if not a fatal tendency to the whole period, if not to the whole of a young man's subsequent life. The greater the number of young men associated together, and the more intimate this association, the greater is the danger from this cause. And yet it is into precisely this danger that parents are anxious to plunge their sons at the earliest period at which it can be allowed.

Besides, it is to be remarked, that a College forms a community by itself, an *imperium in imperio*, isolated to a great extent from connexion with the community around it. To the world in general, it seems, I believe, surrounded by an atmosphere of inexplicable mystery. The students are not exposed individually to the salutary restraints of public observation and public opinion. Nay, it has frequently been held that they are not amenable, like other persons of their age, to the authority of civil and municipal law. I have known a distinguished President of a New England College, to be severely censured because he exposed to the penalty of the law, young men who had been guilty of the most flagitious violations of it; just as though those, who were under the most imperative obligations to set an example of high minded and honorable conduct, should be the only persons who should be permitted to set all law and

order at defiance. I do not however intend to discuss the principle involved in this question ; I only refer to the fact, for the sake of illustrating the very injudicious notions which have been suffered to obtain in regard to the nature and obligations of a College community.

Now where persons are collected together under these circumstances, shut out from the ordinary rules of society, they will form by instinct, a system of rules, unwritten, of course, for themselves. And these rules will be always the exponent of the character, and age, and circumstances of the society by which they are formed. Being separated, in a considerable degree, from the rest of society, the first principle of the code will be laid in the distinction between themselves and others, or between the obligations which they owe to a member of their own community, and of those which they owe to a member of the community around them. Young persons are reckless of consequences, fond of present pleasure, extremely sensitive to the disapprobation of their fellows, easily making allowance for vice if it be not accompanied by meanness, fond of social hilarity without any appreciation of its results, and restive under restraint without having arrived at the maturity necessary to self-government. Of course the rules of conduct instinctively formed by such a society, will be the natural result of the combination of all these elements. As I have said before, things follow their tendencies. Counteracting principles may from time to

time be introduced which shall modify for a while the result. But, in the long run, place in intimate and exclusive association, a number of young persons; and a social system such as I have alluded to, will of necessity be formed. The question to be considered here, is therefore this, does a society organized under such circumstances, present a better opportunity for moral cultivation than society at large?

Were I disposed to extend these remarks, I might pertinently advert to the effect upon manners which is produced by the continued association of young men, for so long a time, with no others than persons of their own class; to the waste of time which must result from frivolous conversation, where the opportunities of conversation are so abundant; and the ignorance of the world which must necessarily arise from opinions formed in so secluded, so exciting and so unnatural a position. I have however, no desire to press this subject. I wish merely to present the case in such a light, that those interested in the subject may be able to estimate the advantages to moral cultivation which the present system does and does not possess, in order that they may form a correct opinion of its relative value.

Another argument in favor of the existing system is derived from its cheapness.

In order to decide upon this point of our inquiry correctly, it will be necessary to consider it in respect, first, to the *students* and *secondly*, to the community.

So far as students are concerned, the question to be considered, is simply this, could board and lodging be procured in the vicinity of a College, at as cheap a rate as they are furnished by the College itself. After much reflection on this subject, I am of the opinion that the average difference would be so small as scarcely to be worth taking seriously into the account. If the College buildings yielded a fair interest on the investment, the price of room rent would be much higher than it would be if otherwise procured. I doubt also, whether any thing whatever is saved by boarding in commons. Living in this manner, is always from various causes, unnecessarily expensive. Inasmuch as all pay at the same rate, no one feels the necessity of economy, for no one can enjoy more than a very small portion of the saving of expense which economy secures. And, as no one is willing either to plead poverty, or to be accused of meanness, no one is willing to oppose the desire of his neighbors to luxurious living. Hence the expenses of such a table will generally be greater than a large part of the commoners are able to afford, or else complaint and ill nature, in consequence of the quality of the food, will continually arise. The natural remedy for these evils is to allow every pupil to find board for himself wherever he pleases. When this is permitted, every one will provide for himself according to his previous habits and circumstances. The rich will not then press the poor into expenses which they are ill able to afford; and the poor

will not be obliged to waste their resources in a manner which conduces in no respect to their advantage, from the fear of being considered indigent or penurious. The experience of the Colleges in this country, I believe fully sustains me in these views so far as the experiment has been tried. The case of the English and Scotch Universities is also full in point. The system of the English Universities involves residence, and board the same as our own, and its expensiveness is proverbially great. The Scotch Institutions furnish nothing but Education, and leave the pupil to provide every thing else for himself and are proverbially cheap. Young men, it is said, frequently come to Edinburgh and Glasgow, from the interior counties, and from Ireland, with nothing more than sufficient to pay for their tickets, the rent and fuel of a single room, and the potatoes and salt on which they are to subsist. Such men frequently attain the highest distinction and rise to deserved eminence. No one either knows or asks how or where they live. They appear in their places at the recitation room, and bear away the palm at examinations; and thus are subject to no mortification from the narrowness of their circumstances. The system in a word, allows every man to use his means, whatever they may be, in such manner as is most pleasing to himself; and this will in the end always be found the cheapest mode of living. I might add that no Universities in Europe, except those in England, assume the responsibility of providing for the residence

and board of students, and no others are one half so expensive. This expensiveness moreover, does not result at all from the high price of tuition in Oxford and Cambridge, for this is by no means excessive; but merely from the costliness of general living which such a system necessarily engenders.

I am of the opinion therefore that no particular advantage accrues to the student himself so far as expense is concerned from this feature of our system. Let us ask whether it be economical to the community itself. I have already remarked that probably somewhat more than a million and a half of dollars have been invested in New England for the support and maintainence of Collegiate education. In consequence of this part of our system, I suppose that probably twelve hundred thousand dollars of this sum has been expended upon bricks and mortar. If this be a necessary expense, no reasonable objection to it can be made, but, if otherwise, it is a most unfortunate misapplication of property. That it is not necessary, is I think evident from the fact that by far the greater number of institutions of learning throughout the world do without it. That it possesses no peculiar advantages is evident also from the fact that where this plan is adopted, the expenses of an education are peculiarly great, and the students are not particularly moral. It would seem then, at the best, a matter of doubtful expediency.

But let us take another view of the subject.

Suppose that this plan had never been adopted, and that the funds thus expended had been appropriated to the partial (and I would have it no more than partial) endowment of professorships, to the purchase of libraries and instruments of philosophical investigation and illustration; and that this being done, each professor had been at liberty to render his course as valuable as possible, reaping from his diligence and talent the reward to which he was entitled; I think that every one must be convinced that our Colleges and Universities would have attained to a rank very different from that which they now hold. At present, almost all that these institutions have to exhibit is, a series of buildings for the residence of young men. It would not be difficult to show among us Colleges which have expended a hundred thousand dollars in buildings, and yet are almost entirely destitute of even the rudiments of a library or a philosophical apparatus. Had the funds thus employed been devoted to furnishing the *materiel* of Education instead of that of residence, we should at this moment have been in the possession of libraries that would vie with those of many European institutions. As it is, we have in this country scarcely any thing that can be called a library. The means do not exist among us for writing a book, which in Europe would be called learned, on almost any subject whatever. I cannot but believe that our destitution in this respect is to be ascribed in a great degree to this part of our Collegiate system.

I go still farther. I apply the same principles to the Universities of Oxford and Cambridge. I have walked over the grounds of Trinity and St. Johns College, Cambridge; I have admired the unsurpassed beauty of Kings College Chapel; I have stood beneath the elms of Magdalen College, Oxford, and surveyed the magnificence which crowds upon the eye as it turns in every direction upon that "city of palaces;" and as I entered quadrangle after quadrangle of the inimitable edifices that meet the gaze of the traveller at every turn, a sinking despair has come over my spirit when I reflected that no such glorious yet solemn loveliness would ever greet the eye of man in the land of my birth. It is done, and let it ever remain. Never would I willingly see an angle defaced, or suffer a buttress or a tower, or even an uncouth ornament to moulder away. It is all sacred to the past, and it should be kept forever inviolate. But when I reflect that this expenditure, if otherwise appropriated, would have given to Great Britain twenty Universities instead of two, each one offering to the student as ample means of mental cultivation as are enjoyed at present; and would have also provided such means of education for the poor as would have rendered every native born Englishman a well educated man, I am constrained to say that never was a taste for architectural beauty gratified at so costly a price. A magnificent edifice is a delightful object of contemplation, yet I know not that to the philosopher or philanthropist it is aught more delightful, than the

spectacle of a whole people cultivated to the highest degree of intelligence, free and independent, moving forward the pioneer of our race in the march of civilization, and scattering broadcast upon the nations "the benefits of knowledge and the blessings of religion."—

I might here allude to the bearing upon instructors of this part of our system. It would be easy to show that it imposes obligations upon officers which they have no means of adequately discharging; that, if these duties are discharged faithfully they must of necessity consume a large portion of their time and attention, and greatly interfere with their opportunities of self-improvement; and, that if discharged negligently, great irregularity of habits and loss of character among their pupils must be the necessary result; but these points I willingly pass over. The question is one of too grave and universal importance to allow of the consideration of individual inconveniences or even individual sacrifices. Still, it is worthy of consideration, that no system is congruous to human nature in which public and private interest do not blend in harmony. If we require self sacrificing duty and offer but small remuneration, we can expect to engage the services of such men only as have but little to sacrifice. Things, in the long run, will always find their level; and, deceive ourselves as we may, we rarely find that, with all our shrewdness, we can purchase an article worth more than we pay for it.

From these considerations I have been led to

doubt the wisdom of our present system, in respect to residence and discipline. I cannot perceive its advantages so clearly as most persons who are interested in Collegiate education, and I seem to myself to foresee advantages in a change, which others may not so readily admit. I may perhaps be permitted to add, that these views are the result of considerable experience. A large portion of my life has been spent within the walls of a College. I do not think that in any situation the lines could have fallen to me in pleasanter places. The relation which I have held with the gentlemen with whom I have had the honor to be associated in office, has generally been of the most interesting character. From the young gentlemen whom it has been my happiness to instruct, I have received demonstrations of regard beyond my deserts as they were beyond my expectations; and I feel, at this moment, that I can number them, scattered as they are over our country, as my personal friends. I can cheerfully bear testimony to their general diligence, good conduct and honorable bearing. I am influenced in offering these remarks therefore by no disgust at the profession in which so large a portion of my life has been spent. But having devoted myself to the office of an instructor, I feel bound to offer these suggestions, I hope with the sole motive of being useful to the cause of education.

CHAPTER IV.

OF SOME PREVALENT ERRORS IN REGARD TO COLLEGIATE EDUCATION.

I HAVE thus far considered the system of Collegiate education by itself, and have endeavored to point out those of its defects which seem to me to stand most in need of correction. I beg leave now to direct the attention of those who have had the perseverance to follow me thus far, to some prevalent misconceptions on the subject, which need only to be understood, in order to be abandoned.

The first of these which I shall consider, is the cost of Collegiate education in this country. It is by many persons believed to be dear. We are continually reminded by all the friends of Colleges that it will never do to increase our expenses. College education, it is said, must be cheap, or a College cannot be sustained. If a new branch of study is to be introduced, or an additional instructor to be appointed, or any improvement is suggested, we are told to go on by all means, if the change would be advantageous, only taking care that the education shall not cost any more. And I think that I do not greatly mistake in assert-

ing that in the larger number of instances parents decide upon the institution to which their sons are to be sent, rather by the cheapness of the education, than by any other fact in the case. And hence it is that to most of the annual catalogues of Colleges is appended a statement of expenses including not only the cost of tuition, board and lodging, but also of fuel, lights, washing, and I know not how many other *et ceteras*. By a comparison of these, a parent or student can easily learn which is the cheapest College; and as all lead to the same degree, that is, all confer the right to attach the same letters to the graduates' name, that which is the least expensive, has the best prospect of success.

Let us then inquire what is meant when we affirm that an article is cheap.

If we turn our attention to any article but education, we can answer the question in a moment. When a product is brought into the market, and we know the cost of its creation, and ascertain that the price merely pays the cost of investment, labor and interest, and yields to the producer the ordinary rate of remuneration, we say that it is as cheap as it can be afforded. If it be sold for a less price, the producer must be ruined. If it yield an extravagant remuneration, it is dear, and we know that so long as capital and labor are free, it will be by competition brought down to the average profit of other investments.

And still more, every one is aware that by no possible shrewdness can we permanently keep an

article below the cost of its production. We may, if we choose, declare that we will not give more than half the price which we have formerly given. But this will not in any manner alter the case. The producer cannot be induced to give away the half of his product. If it cannot be brought to market at our price, he will cease to produce it and we must do with out it; or else, as is more probable, he will make use of a cheaper and less valuable material, employ less skillful workmen, and produce an article which will afford him a reasonable profit at our arbitrary prices. We get it for a less sum, but we get it no cheaper; we pay a low price for a poor article, and have laid out our money in spite of ourselves at a decided disadvantage.

These principles are exceedingly obvious, and they apply as truly to the case of College Education as to any other. The natural price of such education would be estimated as follows. We should first estimate the amount of capital invested in buildings, libraries, apparatus, and charge upon this sum the ordinary rate of interest. We should add to this, the salaries of professors and other teachers at the rate of remuneration ordinarily earned by persons employed in similar labor. These two items added together, would form the cost of College education; and if nothing more were charged, the article would be furnished at its natural price. It would be cheap just in proportion as the sum charged fell short of these amounts.

What now are the facts in this case? The

whole amount invested in grounds, buildings and libraries, is almost actually sunk; that is, it is either given to the public outright, or else it is made to pay but a very small rate of interest. In a College, for instance, with which I am acquainted, the property of the Institution, in lands, buildings, &c., is probably worth one hundred and fifty thousand dollars. The interest of this sum would be nine thousand dollars per year. The whole amount paid for the use of it by the students is about eighteen hundred dollars, or less than two per cent. And it is to be remarked that out of this sum is to be deducted all the expenses necessary for important repairs. I presume that the College does not receive for this property much more than the nett sum of one per cent. This is certainly as cheap a rate as could be demanded. For the use of this property and the labors of its professors, the College receives of the students about seven thousand five hundred dollars. That is, for the use of its buildings and means of education, together with the labors of eight officers, it receives fifteen hundred dollars less than it could obtain from this property alone at the ordinary rate of interest. In fact were the property to be sold and the purchase money invested, it could pay a larger salary than at present to its officers, and give away their labors without a cent of remuneration.

Were this all, it would be sufficient to establish the truth of what I have asserted. But this is not all. Most Colleges are in possession of funds to

a considerable amount. In some cases the funds are large. But whether large or small they are commonly given to the public, that is they are appropriated either to the support of indigent students, or else they are applied to the several purposes of the institution, that is, to the payment of instructors. In this latter case they reduce the price of tuition to the whole public to precisely the amount of their value. In the College to which I have alluded, fifteen hundred dollars annually are appropriated to this purpose. To how great an extent these remarks apply to other Colleges I am not competent to say, but I know that in spirit they apply to all. Whatever means the College may possess are always appropriated upon the same principle, and with the same design, to reduce, as far as possible, the price of tuition. I ask any one in the least acquainted with political economy whether there be any thing in the market as cheap as College education.

But this is not all. I have thus far only stated that the investment in College education is almost entirely given to the public. The next item of cost is the salaries of teachers. I will now add that I believe that the instructors of Colleges in this country, are remunerated, at a lower rate than almost any other professional men. I know but very few who are competent to their situation, who might not earn a larger compensation in any other profession. That this is the case, is manifest from the fact that few young men with fair prospects before them can be ever induced to

leave their profession for any office that a College can offer. It is my impression that professorships in New England Colleges vary from six hundred to twelve hundred dollars per annum. And I ask, what inducements could such an income offer to a lawyer, physician, or a clegyman, who had only even begun to take rank in his profession. And besides this, it is to be remarked that this salary can very rarely be increased by any efforts of the incumbent. As it is in youth so must he expect it to be in age. It holds out before him the cheerless prospect of circumstances becoming with every year narrower, terminating at last in death which leaves his widow and children, pennyless.

But the officers of Colleges are not only underpaid, if we compare them with men of other professions; they are underpaid if compared with private instructors. In any of our large towns a private instructor who is competent to his place receives a handsome remuneration; a remuneration I presume frequently twice as great as that received by the professors in the nearest College in his vicinity. The price of tuition in a classical day school, in any of our cities is twice or three times as great as that demanded by Colleges. That is, for the labors of six or eight competent men, you pay but half or one third as much as you pay for the labors of one man. In the one case you require the instructor to be responsible for the conduct of the pupil for the whole four years; in the other you require of him attendance

only during the hours of study and assume the other responsibility yourself. In the one case you have the advantage of a very large investment almost for nothing, in the other no investment is required except the rent of a convenient room or two for the purposes of study and recitation. If this be the case it must appear evident either that the instructors of Colleges are greatly underpaid or else that they are exceedingly unfit for their offices. But whether fit or unfit, whether the article which they furnish be good, bad or indifferent, no one reflecting on these facts can for a moment doubt of its cheapness. It is, I have no doubt, afforded to the public at from half to one third of its cost, while the cost itself is reduced from twenty-five to fifty per cent. below the ordinary wages of similar labor.

To a person whose attention has not been attracted to this subject, all this may seem strange; but I am persuaded that I have not spoken in the language of exaggeration. I have never conversed on this subject with a gentleman at all acquainted with active business, who was not surprised at the low rate of College expenses. Parents have assured me that they were obliged to send their sons to College because they could not afford to bring them up in a good counting house. For the reasons which I have given, a liberal education for a son, is much less expensive than a corresponding education for a daughter. And in a word, it not unfrequently happens that a young man of industrious and frugal habits, who enters College,

with nothing more than one or two hundred dollars, by laboring in vacations, and sometimes by devoting an intermediate year to teaching, will graduate without being in debt, and will in a year or two obtain a situation more lucrative than that of most of his instructors. Where this is the case I think there can no complaint be made of the dearness of a Collegiate education.

I have treated this part of the subject at greater length than I intended, because I think it needs to be understood. I am desirous that this whole matter should be examined; and I am satisfied that such an examination will result in the general conviction that Collegiate education is not only cheap, but that it is too cheap for the good of education. I am sure that every one who reflects upon the subject, will be convinced that the instructors of Colleges should be remunerated with a larger salary, or else be placed in circumstances in which they may be more able to benefit themselves by the exercise of their talents. If we pay for nothing but moderate capacity, we shall employ nothing but moderate capacity. And woe be to the cause of Collegiate education, when it falls into the hands of third or fourth rate men. I hope that I have made it evident that College education in this country is cheap enough, so cheap that no one can reasonably complain of it on that score. I proceed then to examine another opinion intimately connected with this idea of cheapness.

It is frequently said that this is a republic, here we are all equal, the avenues to distinction are, and

of right ought to be, open to all; every man whether poor or rich, of whatever occupation, should have the opportunity of improving himself to the utmost; this is demanded by the nature of our institutions, and it is important to success in the arts as well as necessary to the full development of the universal mind. To all this I fully agree. It is the expression of my own long cherished sentiments. I would foster these ideas to the utmost of my ability, and I wish that they were universally diffused and universally acted upon. I have here only to remark upon the bearing which they have upon the present question.

1. It is granted that it would be very desirable to establish means, for the improvement in science and the arts, of all classes of the community. I think it desirable that it should be furnished, in many cases, I care not if in all, gratuitously. But I ask if you are about to make a present to your neighbor, is this any reason why you should not pay for it. If you wish to give away education, is this any reason why instructors should not be as well recompensed as other men. It would certainly be an ambiguous charity to oblige your neighbor to furnish you with his goods at half price because you intended to give them away. Or on the other hand, if you really desire to afford the means of improvement to every citizen, is it wise to pay for his instruction so small a price that the education which he receives is worthless; so worthless that he will not receive it as a gratuity. Look at our common school system in New Eng-

land. Here we offer to all the means of obtaining a common English education. It is all, in some sense, given away. But is this ever considered as a reason why the instructors should be underpaid. And still further; where instructors in our schools have been poorly paid, it has been universally acknowledged to be bad economy; the schools have been badly attended, badly taught, and in ill favor with the public; on the contrary, where instructors have received sufficient remuneration, good men have been without difficulty employed; schools by a change of this kind, have been doubled and almost trebled in numbers, and the system has at once received the favor of the public. If therefore, it be granted that the good of the whole requires the means of education to be open to all, it by no means follows either that teachers should be underpaid, or that the education should be rendered of but little value, by driving from the profession those who are by talent and discipline, capable of conferring the greatest benefits upon the community.

But let us examine this argument in another point of light. It is asserted that it is important to present to all men in every rank of life the means of full mental development—and therefore, that *Collegiate* education must be reduced to the extremest degree of cheapness. I grant the premises but I deny the conclusion.

If it be desirable to furnish the means of intellectual development to all, and I believe it to be so, then it follows that we should provide the

means of this intellectual culture, either by private munificence or public endowment. I know of but one instance in this country in which this has been done, and that is the instance of the Institution in Boston so nobly endowed by the late Mr. Lowell. By the will of that distinguished benefactor of his native city, a provision has been made for the gratuitous delivery of courses of Lectures to the citizens of Boston on the most important branches of Science. The design has been carried out according to the intention of the testator, and with the most triumphant success. The ablest talent of New England, and even of Europe, has been secured for this service, and the lectures have been attended by thronged audiences which have filled one of the largest rooms in the city. The benefit which this charity will confer upon the citizens of Boston in awakening the slumbering intellect, in stimulating the active mind to more zealous inquiry, and in binding together in one, all the different classes of society will be incalculable. And I think I may add that the success of this experiment has arisen in no small degree from the fact that the institution has been conducted on principles analogous to those which I have suggested. Instead of frittering away the means at his disposal by creating a large amount of tolerably good instruction, the gentleman under whose control the bequest has been placed, has determined to render it as valuable as this or any other country could supply. The lecture room has become a centre of universal attraction. How different would have

been the result, had courses of inferior lectures been delivered in every school district in the city. No one would have accepted the gift, for no one would have thought it worth his acceptance, and the whole charity would have been a failure.

I say then that granting the importance of providing means of intellectual cultivation for all the community the only inference from the assumption is that such means ought to be provided. I hope the time will come when all our large towns as well as our cities will be thus endowed. But I say that Colleges are not at present such institutions; they are at present *merely schools preparatory to entrance upon some one of the professions.* Whether therefore tuition be cheap or dear, the argument stated above can have no reference to them. Whether it be cheap or dear, the College as at present constituted, can be of no service to those classes of the community referred to in the argument.

I say a College with us is not an establishment for the instruction of any one in whatever he pleases, but for instruction in a particular course, and that in consequence of its forming an isolated society it naturally repels from its association all who are not engaged in similar pursuits. Now this being the case the question at once arises, is there any reason why the public should make a special effort merely to increase the number of professional men. If a man wishes to pursue one profession rather than another, or to change the profession which he has already

chosen, he has a perfect right to do so. But is he therefore an object of charity? Are we in special need of recruits to fill the ranks of the professions? Or still more, because he wishes to enter a profession is it desirable in order to accommodate him that we reduce the price of tuition in such a manner as to render the tuition itself of small value not only to him but to all the rest of the community.

But it will doubtless be asked why should not these means of general improvement be connected with Collegiate establishments. Why should not professors in Colleges deliver courses of lectures which would be attractive to the whole community; and why should not the means which are at present available to a part be made available to the whole? I answer at once, I see no reason whatever why it should not be so. I think that such an arrangement would be a great benefit to the officers, the College, and the community. It would open to the instructor a wide and attractive field of professional exertion. It would enlist in favor of the College all the sympathies of the public, and it would spread before the whole people such means for intellectual improvement as the necessities or tastes of each individual might demand.

I am aware that in order to accomplish this result some changes must be effected in our College system, and if this instruction is to be gratuitous, additional professorships must be endowed. The professor must be relieved from

much of the police duty which devolves upon him at present. A variety of courses of instruction must be provided for, which do not enter into our present arrangements. But I see no insuperable difficulty in devising a plan which might meet the exigency, specially if such changes should be introduced into our system as I have elsewhere suggested. It is not, however, my intention to enter upon the discussion of this subject. My object is merely to show that the importance of the diffusion of valuable knowledge only teaches us that means for accomplishing so desirable an object should be provided; that it does not apply to Colleges which are merely professional schools; or that if it apply to them at all, it merely goes to prove that they might confer a much wider benefit upon the community were they enabled to modify their present system and greatly enlarge their foundations.

But it will here be asked, what is to be done for our students for the ministry, if the expenses of Colleges are increased. How shall the churches of our land be supplied with pastors. I answer first, if the ministry be adequately supported, and duly sustained, there will be no difficulty in this respect. We shall surely confer no benefit on the ministry by hiring men to enter it, by the promise of an education, and then keeping them in poverty for the rest of their lives. I answer again, this is a question respecting general education, and is therefore to be judged of upon its own merits. If our arrangements for the education of the

ministry are at variance with the general advancement of the community, our arrangements must be changed. If we wish to educate a young man for the ministry, there is no reason why we should not pay that price for his education which shall secure the best instruction both to him and to every one else. To do otherwise would be to inflict an injury both upon ourselves and upon the public. In a word, when we are deliberating upon a plan for the intellectual improvement of the whole community, let us keep that object simply and steadily in view, and we may be assured that if the good of the whole be promoted the good of the part cannot be neglected.

I had intended in this place to inquire into the tendencies of the present system of ministerial education and trace out the probable results of creating a general fund, (as is the case with education societies,) for the use of all persons who are willing to prepare for the sacred office; and also to inquire into the expediency of multiplying Colleges, as they have of late been multiplied by all the religious sects. I have supposed it easy to show that from this latter cause, the supply of professional education has far outrun the demand, and, as in every similar case, led to what may be called, for the want of a better name, underbidding each other; and that it has thrown the responsibility of their support, not on the results of their own labor, but on the charities of the sect by which they have been established. But all this I willingly waive. I fear that many of

these benevolent efforts will prove monuments rather of the charity than the wisdom of the present generation. As however this topic does not fall directly within the range of the present undertaking, I cheerfully leave the discussion of it to others.

In answer to all that I have said, I am perfectly aware that it may be urged that I am recommending dear instead of cheap education; that I wish to restrict the number of educated men; and that all this is at variance with the nature of our institutions. To the suggestion I can only reply that I can conceive of no motive which should induce an American citizen either to entertain or to promulgate such an opinion. As to the charge of wishing to render education dear, I reply in the first place that nothing that I have said is, so far as I know, chargable with this inference. It has been commonly taken for granted that our *first* and most important business is to make education *cheap*. This assumption I have denied and on the contrary have asserted that our most important business is to make it *good*; that its *goodness* is our *first* concern, and its cheapness only secondary; and that by seeking first of all to render it cheap we were in danger of rendering it useless.

But this is not all, I have endeavored to show that by multiplying Colleges, and spending so large an amount of our funds in buildings, we have rendered our means for the reduction of the price of tuition almost useless. I also believe

that another system might be adopted which by attracting a greater number of students, and stimulating teachers to greater energy and efficiency, would attract higher talent to the professional chair; without in the least increasing the expenses of each individual pupil. What I propose then in this respect, may be briefly summed up as follows: Let the education in our Colleges and Universities be exact, generous and thorough; let it be rendered capable of improvement, and let it be for the interest of all connected it with to improve it, whether it cost more or less than at present; And secondly let it be rendered as cheap as is consistent with goodness; and still more, let provision be made either in connexion with Colleges or independently of them, for the wide dissemination of knowledge in science and the arts; and let this knowledge be of the very best description which American scholarship can supply. Such are in few words my sentiments on this subject, and I hope that I have not uttered any thing at variance with them.

I close this chapter with one other remark; it is upon the commonly received notion that a course of education must be popular. If by being popular it is meant that it must follow every whim of the day, and introduce or discard studies because for the time being they may be in vogue or out of it; if it be meant that our course of discipline must change at the will of every popular convention which may endorse the theoretical notions of an educational reformer, I must

be permitted to live a little longer in doubt of the assertion. If it however be meant that it must commend itself to the good sense and patriotism of the American people, I assent to it most cordially. Nothing which is not popular in this sense can be or ought to be sustained. But in order to secure this kind of popularity, we must strive to render education good. We must adopt our plans not only for the present but for the future; we must honestly strive to render our whole course of higher education as valuable and as universally available as possible. We must not only do this but we must spread before the public our reasons for so doing and explain the manner in which we intend to accomplish it. I do most honestly believe that by so doing we shall carry the whole community with us. If we would be popular let us remember that we can never attain our end by aiming at it directly. The approbation of our fellow citizens will in the end be conferred not on those who desire to please them, but on those, who honestly do them good. Popularity is valuable when it follows us, not when we run after it; and he is most sure of attaining it, who, caring nothing about it, honestly and in simplicity, and kindness earnestly labors to render his fellow men wiser, and happier, and better.

CHAPTER V.

CONCLUDING REMARKS.

I HAVE thus considered at considerable length, some of the most important points of our present Collegiate system. Unless I have been greatly deceived I have shown that this system calls for serious revision; if we desire that it should be adapted to the existing wants of the community.

I propose in these few concluding remarks to review briefly the points which I suppose to call most loudly for attentive consideration. I beg leave, however, to repeat what I have often stated before, that I only present these topics as matters for consideration. I by no means suppose it practicable, or even wise were it practicable, to transform all our Colleges at once, in order to conform them to the plans which I have indicated. There is a demand for a change in our Collegiate system. Changes are from time to time effected, without as it would seem, any great practical improvement. My object is simply to point out the objects at which we should aim in our attempts at change. If it should seem that in any respects I have indicated the direction in which we should move,

let us move in that direction. If I have illustrated the evils under which we labor, let us strive to remove them. If I have totally failed in this attempt, let some one better qualified accomplish the task more successfully. But at any rate, let us have the object which we desire to attain placed full in our own view, and in the view of the whole community; and let us all labor for its accomplishment, sincerely, earnestly and harmoniously. In this manner alone, can we hope to improve the condition of higher education throughout our country.

1. *I begin then with the Corporations, or Boards of Visitors, in our Colleges.* On them devolves, in truth, the incipient action which shall effect this whole subject. They are the appointed guardians of education. In them is vested the whole power of ordering, directing and governing the institutions of higher learning. They hold all the funds appropriated either by private or public munificence to the purpose of elevating the standard of knowledge in the youth of our country. They appoint and remove officers, fix the rate and manner of their compensation, ordain the studies to be pursued, and on them it is devolved to see that the designs of the public or the founder are carried into effect. This power can be exercised by no other person whatever. So long as they hold their office, no one else can act in the premises, without usurpation. If they do not act according to their solemn promises, no action can be had. Such being their power and their responsibility,

I beg leave most respectfully to remind them of their duty. Unless they make themselves acquainted with the subject of education, unless they will devote to the proper duties of their office a portion of their time, unless they will assume the responsibility which must be incurred by efficient action, unless in a word they will make an earnest effort to improve the present system of education, on them a charge of grave dereliction of duty will rest. If, as is doubtless in many instances the case, their organization is imperfect, it may be modified. If the duties to be discharged are onerous, they may be divided among them. In the officers of Colleges, they will, I am convinced, find ready and active coadjutors. If these two principal agents in the Collegiate system seriously undertake a revision of its fundamental principles, I am convinced that they will confer a most important benefit on the community. It is in their power to extend the blessings of higher education very widely among all classes of our fellow citizens, and also render education incomparably more valuable than it has ever been in this country. But the work must commence with the visitors. To them it properly appertains. They owe it to the public to whom they are responsible. They owe it to the rising youth of our country, who in this respect, are placed specially under their pupillage. They owe it to their God who has committed to their charge so solemn a responsibility, and placed in their hands in no small degree, the destinies of this great republic. I cannot believe

for a moment that they will be recreant to so grave and important a trust.

2. *Of the Organization of our Colleges.* Our Colleges as I have already remarked are at present scarcely any thing more than schools for the education of young men for the professions. So long as we continue the present organization they can be no other. While we construct our system for this purpose and adhere to a regular gradation of classes and prescribed studies for each, we may make what changes we please, but the regular course will control every other. But while we have made our College course a mere preparation for professionsal education, we have so crowded it with studies as to render it superficial and probably less valuable for its particular purpose than it was originally. I am not sure that we are not already suffering from the effect of the course which we have pursued. I rather fear that the impression is gaining ground that this preparation is not essential to success in professional study. A large proportion of our medical students are not graduates. The proportion of law students of the same class is, I rather think, increasing. The proportion of students for the ministry who resort to College is much larger than formerly. This is owing in no small degree, to the aid of education societies. What would be the case if this aid were out of the question, I am unable to determine. If these things be so, it would seem that while we have been restricting our Collegiate education to

one class, its value by that class is less and less appreciated.

But while this is the case, in consequence of this unintentional restriction, a very large class of our people have been deprived of all participation in the benefits of higher education. It has been almost impossible in this country, for the merchant, the mechanic, the manufacturer, to educate his son, beyond the course of a common academy unless he gave him the education preparatory for a profession. This was not the education which he wanted, and of course, his son has been deprived of the cultivation which the parent was able and willing to bestow. Now the class of society that is thus left unprovided for, constitutes the bone and sinew, the very choicest portion of this or of any community. They are the great agents of a production, they are the safest depositories of political power. It is their will, that, in the end, sways the destinies of the nation. It is of the very highest importance, on every account, that this portion of a people should possess every facility for the acquisition of knowledge and intellectual discipline. Nothing would tend so much to the progress of wealth among us as the diffusion throughout the whole people of a knowledge of the principles of science, and the application of science to the arts. And besides, a knowledge of moral and intellectual philosophy, of the fundamental principles of law, of our own constitution, of history, of vegetable and animal physiology, and of many other sciences is just as ne-

cessary and just as appropriate to the merchant, the manufacturer, the mechanic, and the farmer, as to the lawyer, the clergyman, or the physician. Why should it be supposed that all higher knowledge should be engrossed exclusively by the professions. If a man wishes to give his son a good education why should he be obliged to make him a lawyer, a physician, or a clergyman. Why should not the highest intellectual endowment, cultivated by the best preparatory discipline be found in every mode of occupation. And if this be so why has this whole subject been so long neglected among us. Is it not time that our system should in this matter undergo a complete and radical revision.

What I would propose on this subject then is briefly as follows. In the first place let the course preparatory to a profession be distinctly marked out and let it be generous and thorough. Let it embrace such branches of study as are particularly necessary for fitting men for the professions, and let it be carried on to such an extent as shall communicate enlarged and generous knowledge, and vigorous mental discipline. But while this is done let our system be so enlarged in its provisions that the means of education in other branches may be open to all who choose to avail themselves of them. Let there be established courses of lectures on all the subjects which I have specified, and as many more as may be necessary, to which men of all classes may resort. Let there be no compulsory residence, let every

man come by ticket, and let him be admitted to every privilege which the nature of the case demands. In a word let the College be the grand centre of intelligence to all classes and conditions of men, diffusing among all the light of every kind of knowledge, and approving itself to the best feelings of every class of the community. Let it, besides being a preparatory school to the professions, be a Lowell Institute to the region in which it is placed. I know of nothing that would tend so strongly to promote the growth of wealth and civilization and refinement among us. Nothing would so surely annihilate that division of the community into classes, which, already, in spite of our democratic institutions, threatens the direst evils to our republic.

3. *Of the Officers of Colleges.* I have in the preceding pages endeavored to set forth the evils of our present organization in this respect. I would suggest the importance of opening our professorships to a freer competition, so that the College may have the benefit of a choice from all the talent that is willing to employ itself in the profession of instruction. Besides this I would have the emolument of every professor so adjusted that he shall feel directly the results of his diligence and ability, or of his indolence and inefficiency. There can be no reason why a teacher in College should not be placed under the same inducements to labor as any other man. In no other way can we expect him to devote his whole talent with earnestness to his profession. On no other principles

can we expect the cause of education to be sustained with the vigor and efficiency which its importance so clearly demands.

If it be said that this is impracticable, then there are other means which must be resorted to. The College must be placed under close and active supervision. The board of visitors must annually examine its condition, and without fear, favor or affection, remove from time to time, every unsuitable incumbent. This would accomplish the same result in another way, but it would be an onerous, an unpleasant and an odious duty. It is better to construct the system in such manner, that an inefficient officer would have no desire to remain, than to make the place desirable for him and then displace him by an arbitrary act.

4. *Of the Discipline of our Colleges.* I have endeavored to show that our discipline is too lax for the young, and unnecessarily strict for the older students. Two methods would present themselves for relieving this embarrassment. The one is to admit no student until he had attained to the age of self government, and then leave him to his own responsibility. The other would be to admit the young, but place them under stricter supervision. I think that either plan would have advantages over our present system. How far such a change could be carried into effect, I must leave to the judgment of the officers of each particular institution. I am however well convinced that our Colleges would be greatly improved by raising the requirements of admission to the regular or pro-

fessional course so high that the student might be obliged to spend a year or two years longer in the grammar school. The studies of most of our Colleges during the first year, might be more successfully pursued in school under the eye of the instructor, than within the walls of an University. A change of this kind would be greatly for the advantage both of the College, and of the grammar school. And if the plan which I have suggested were carried into effect, that is, if the advantages of the institution were thrown open to every class of society, this extension of the requirements might the more easily be enforced. There would be no crowding into the regular course, of those who enter merely for the sake of the benefit of particular studies, and who wish to graduate at the earliest practicable age. Their object could be accomplished more successfully in another way. Each course of instruction would stand on its own merits, and the object of the institution would be to render each one as perfect as the nature of the case would permit.

On the subject of residence in College, I have already suggested an opinion It seems to me that in investing so large a portion of our funds in erecting domitories, we have committed an error. The funds have however been thus appropriated, and they cannot be recalled. Were the system of residence abandoned, these buildings could be of no use except for the residence of professors. If this part of our plan be injudicious, we can however cease to repeat our error. We can re-

frain from spending any more of our money in this manner. And we can, as opportunity occurs, try the experiment of allowing residence out of College. If it be found on a fair trial to succeed, it will at least demonstrate the important fact that a College or University can be established, with all the means of instruction which we now possess, at half or one third of the expense which it now involves. This will certainly be an important addition to our knowledge on the subject.

5. *Of Premiums.* I have alluded to the importance of this mode of stimulants in a course of education. I will only add that I would extend the benefit of this incentive to every branch of knowledge taught by a College, not merely to the regular preparatory course, but to every other. Were this done, I am persuaded that a keen and honorable emulation would be excited among all classes of students. Prizes would be borne away by young men in every occupation. Mechanics, Farmers, Merchants and Manufacturers, would vie with their fellows preparing for the professions, and would as often be entitled to the distinction conferred upon merit. The effect of this upon all classes of the community would be incalculable, and I can conceive of no case in which it would not be beneficial. In this manner also, deserving young men of narrow means might be most advantageously assisted. The prize, if in money, would materially relieve their wants, while instead of being bestowed as an alms, it would be conferred as a reward of merits; instead of depressing

the recipient by proclaiming his poverty, it would distinguish him in the eyes of the community as one who had deserved well. I believe that if a large part of the funds appropriated in our Colleges for the support of the indigent were distributed in this manner, it would have the most beneficial effect upon the cause of education.

Here I close these remarks which have, I fear, been already too far extended. It has been my lot to speak chiefly of the defects of our system of education. It would have been much more agreeable to treat of its excellencies, which I believe to be great and manifold. To speak of these however, did not come within the scope of my design, which was merely to take notice of those things which need to be improved. The motive with which I have written, so far as I am conscious of it, has been to contribute my mite towards the improvement of higher education in our country. I offer it to the consideration of the public with unfeigned diffidence, in the humble hope that it may in a small degree contribute to the wider diffusion of intellectual cultivation among all classes of the community.

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President of Brown University, and Professor of Moral Philosophy.

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This work has been extensively and favorably reviewed in the leading periodicals of the day, and has already been adopted as a class-book in most of the collegiate, theological, and academical institutions of the country.

[From the Literary and Theological Review, by LEONARD WOODS, Jr.]

This is a new work on morals, for academic use, and we welcome it with much satisfaction. It is the result of several years' reflection and experience in teaching, on the part of its justly distinguished author; and if it is not in every respect perfectly what we could wish, yet, in the most important respects, it supplies a want which has been extensively felt. It is, we think, substantially sound in its fundamental principles; and, being comprehensive and elementary in its plan, and adapted to the purposes of instruction, it will be gladly adopted by those who have for a long time been dissatisfied with existing text-books, particularly the work of Paley. The style is simple and perspicuous, and at the same time manly and forcible. It is an eminent merit of the author, that he has made a system of Christian morals. We consider the work as greatly superior to any of the books hitherto in use, for academic instruction.

[From the Biblical Repertory and Theological Review, Princeton, N. J.]

We hail every well-designed effort to improve our knowledge of Moral Science. The work of Dr. Wayland has arisen

gradually from the necessity of correcting the false principles and fallacious reasonings of Paley. It is a radical mistake in the education of youth, to permit any book to be used by students as a text-book, which contains erroneous doctrines, especially when these are fundamental, and tend to vitiate the whole system of morals. We have been greatly pleased with the method which President Wayland has adopted: he goes back to the simplest and most fundamental principles; he takes nothing for granted but truths which cannot be denied; and in the statement of his views he unites perspicuity with conciseness and precision. In all the author's leading fundamental principles we entirely concur.

[From Rev. LEONARD WOODS, D. D., Theological Seminary, Andover.]

It is with pleasure that I comply with your request in regard to Dr. Wayland's work on Moral Philosophy. I will say, in brief, that, so far as I have perused the work, I am more entirely pleased with it than with any work of the kind with which I am acquainted; and it is my opinion, that, with the revisions which the author will, of course, make in subsequent editions, it will be suited, in an eminent degree, to be useful in our academies, colleges, and theological seminaries.

[From Rev. WILBUR FISK, President of the Wesleyan University, Middletown, Conn.]

I have examined, with great satisfaction and interest, the "Elements of Moral Science," from your press, by Dr. Wayland. The work was greatly needed, and is well executed. Dr. Wayland deserves, and I doubt not will receive, the grateful acknowledgments and liberal patronage of the public. I need say nothing further to express my high estimate of the work, than that we shall immediately adopt it as a text-book in our university.

[From Hon. JAMES KENT, late Chancellor of the State of New York.]

The work by President Wayland (the "Elements of Moral Science") has been read by me attentively and thoroughly, and I think very highly of it. The author himself is one of the most estimable of men, and I do not know of any ethical treatise in which our duties to God, and to our fellow-men, are laid down with more precision, simplicity, clearness, energy, and truth. I think they are placed on the soundest foundations; and though I may not, perhaps, assent to every thing he says, yet I have no hesitation in declaring it to be worthy of the attention of the general reader, and the patronage of those institutions in which moral philosophy is taught.

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By the Author, FRANCIS WAYLAND, D. D., President of Brown University, and Professor of Moral Philosophy.

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OPINION OF THE PRESS.

Since the appearance of the second edition of the larger work which we have been noticing, Dr. Wayland has published an abridgment for the use of schools. *Of this step we can hardly speak too highly.* It is, as we have already stated, more than time that the study of Moral Philosophy should be introduced into all our institutions of education. We are happy to see the way so auspiciously opened for such an introduction. It has been "not merely *abridged*, but also *re-written*." We cannot but regard the labor as all well bestowed. The difficulty of choosing words and examples so as to make them intelligible and interesting to the child, is very great. The success with which Dr. Wayland appears to have overcome it, is in the highest degree gratifying.—*North American Review.*

We speak that we do know, when we express our high estimate of Dr. Wayland's ability in teaching Moral Philosophy, whether orally or by the book. Having listened to his instructions in this interesting department, we can attest how lofty are the principles, how exact and severe the argumentation, how appropriate and strong the illustrations, which characterize his system, and enforce it on the mind.—*Christian Witness.*

The work of which this volume is an abridgment, is well known as one of the best and most complete works on Moral Philosophy extant—and is in a fair way of superseding Paley, as a text-book in our higher seminaries. The author is well known as one of the most profound scholars of the age.—*Mer. Journal.*

It is a work of the highest and purest order of intellect. It is metaphysics reduced to practical common sense, and made subservient to Christianity. The original work has acquired for its profound and philosophic author, a large addition to his intellectual reputation. It would be a valuable addition to our high schools.—*Daily Advocate.*

We hail the abridgment as admirably adapted to supply the deficiency which has long been felt in common school education,—the study of moral obligation.—*Evening Gazette.*

THE ELEMENTS OF POLITICAL ECONOMY By F. WAYLAND, D. D., President of Brown University. FOURTH EDITION.

This work is adopted as a text-book in many of our principal Colleges, and has an extensive sale.

THE SAME WORK, abridged, and adapted to the Use of Schools and Academies.

[Extract from the Preface.]

The success which has attended the abridgment of "THE ELEMENTS OF MORAL SCIENCE," has induced the author to prepare the following abridgment of "THE ELEMENTS OF POLITICAL ECONOMY." In this case, as in the other, the work has been wholly re-written, and an attempt has been made to adept it to the attainments of youth.

[From the Boston Recorder.]

The original work of the author, on Political Economy, has already been noticed on our pages. And the present abridgment stands in no need of a recommendation from us. We may be permitted, however, to say, that both the rising and risen generations are deeply indebted to Dr. Wayland for the skill and power he has put forth to bring a highly important subject distinctly before them, within so narrow limits. Though "abridged for the Use of Academies," it deserves to be introduced into every private family, and to be studied by every man who has an interest in the wealth and prosperity of his country. It is a subject little understood, even practically, by thousands, and still less understood theoretically. And because not *better* understood, great ignorance prevails in regard to the measures of government; and large portions even of the published discussions of our grave senators and mighty men in debate, fall to the ground like water, not to be gathered up. It is to be hoped that this will form a class book, and be faithfully *studied* in our academies; and that it will find its way into every family library; not there to be shut up unread, but to afford rich material for thought and discussion in the family circle. It is fitted to enlarge the mind, to purify the judgment, to correct erroneous popular impressions, and assist every man in forming opinions of public measures, which will abide the test of time and experience.

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This work has been but a short time before the public, but has met with much favor. It was immediately adopted into Harvard University, Newton Theological Institution, Hamilton Institution, Washington College, &c.

NOTICES OF THE PRESS.

The work of Gesenius requires no eulogy from us; nor is this the place to enter into a detailed examination of his theoretical views or practical exposition of the structure of the language; but we concur with the translator in considering that, as a philosophical arrangement and explanation of its grammatical phenomena, it has no equal; and that it is particularly distinguished by a chaste simplicity, and attractive clearness of method, — qualities which not only imply a correct taste and logical understanding, but evince, also, a thorough mastery of the subject. Professor Conant has rendered a substantial service to the cause of Biblical learning, and done honor to the important denomination of which he is a member. Besides executing with excellent fidelity and good judgment his translation of the Grammar of the great Hebraist of the age, he has some useful additions of his own, and has, in numerous instances, corrected mistakes of a too common class, which, if they give little trouble to some readers, are the worst annoyance to others, — that of errors in reference. He has also made additions of a very judicious as well as moral character, in a series of grammatical Exercises. The typographical execution is in the best style of the Cambridge University printers. The letter-press is beautiful, and all but immaculate."—*North American Review.*

[From the Boston Recorder.]

Professor Conant has executed his task with great ability. He does not appear merely in the character of a translator; the Chrestomathy and Exercises prepared by him form a very valuable addition to the work. The latter, especially, are prepared with great skill and ability, in such a way as to lead the student forward step by step, making him thoroughly familiar with each point as he advances.

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OPINION OF THE PRESS.

We are glad to see this work of Fergus brought before the public with advantages likely to engage attention, and sure to promote its usefulness. We are especially pleased, that this has been done by one whose reputation and devotion in the cause of female education will be a sufficient recommendation of it to those whom it seems to have been his particular design to benefit. A growing attention to this branch of education, and considerable improvements in it, have of late appeared.

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The general plan of the work is excellent, and the details, so far as we can judge, are good. We take a delight in running our eye over such a work as this; it reconciles us with our lot, and vindicates "the ways of God to man." It serves to awaken curiosity in the young student, to extend and gratify inquiry, and to lead him from the objects of creation around him, "to Him in whom we live, and move, and have our being.' It is a most admirable study for schools. "The proper study of mankind is man."—*United States Gazette.*

We do not hesitate to pronounce the work one of the best class books we have examined. It must have an extensive sale when known.—*Journal of Belles Lettres.*

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OPINION OF THE PRESS.

The work before us is one which deserves rather to be *studied*, than merely read. Indeed, without diligent attention and study, neither the excellences of it can be fully discovered, nor its advantages realized. It is therefore gratifying to find it introduced, as a text-book, into the colleges and literary institutions of our country.

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We hail the appearance of this edition of Paley's Theology with unfeigned pleasure. No man is an atheist after reading the work. Infidelity changes its character, and becomes downright and wilful opposition to the truth, after it has gone over the pages before us. We recommend to all the young men who may see this article to procure a copy of it forthwith; we advise parents to procure it for their sons and for their daughters.—*Trumpet.*

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[From E. Bailey, Principal of the Young Ladies' High School, Boston.]

Messrs. Gould, Kendall, & Lincoln:—Having used "*Dillaway's Roman Antiquities and Ancient Mythology*" in my school for several years, I commend it to teachers, with great confidence, as a valuable text-book on those interesting branches of education. E. BAILEY.

Boston, Nov. 16, 1835.

We well remember, in the days of our pupilage, how unpopular as a study was the volume of Roman Antiquities introduced in the academic course. It wearied on account of its prolixity, filling a thick octavo, and was the prescribed task each afternoon for a long three months. It was reserved for one of our Boston instructors to apply the condensing apparatus to this mass of crudities, and so to *modernize* the *antiquities* of the old Romans, as to make a befitting abridgment for schools of the first order.

Mr. Dillaway has presented such a compilation as must be interesting to lads, and become popular as a text-book. Historical facts are stated with great simplicity and clearness; the most important points are seized upon, while trifling peculiarities are passed unnoticed.—*American Traveller.*

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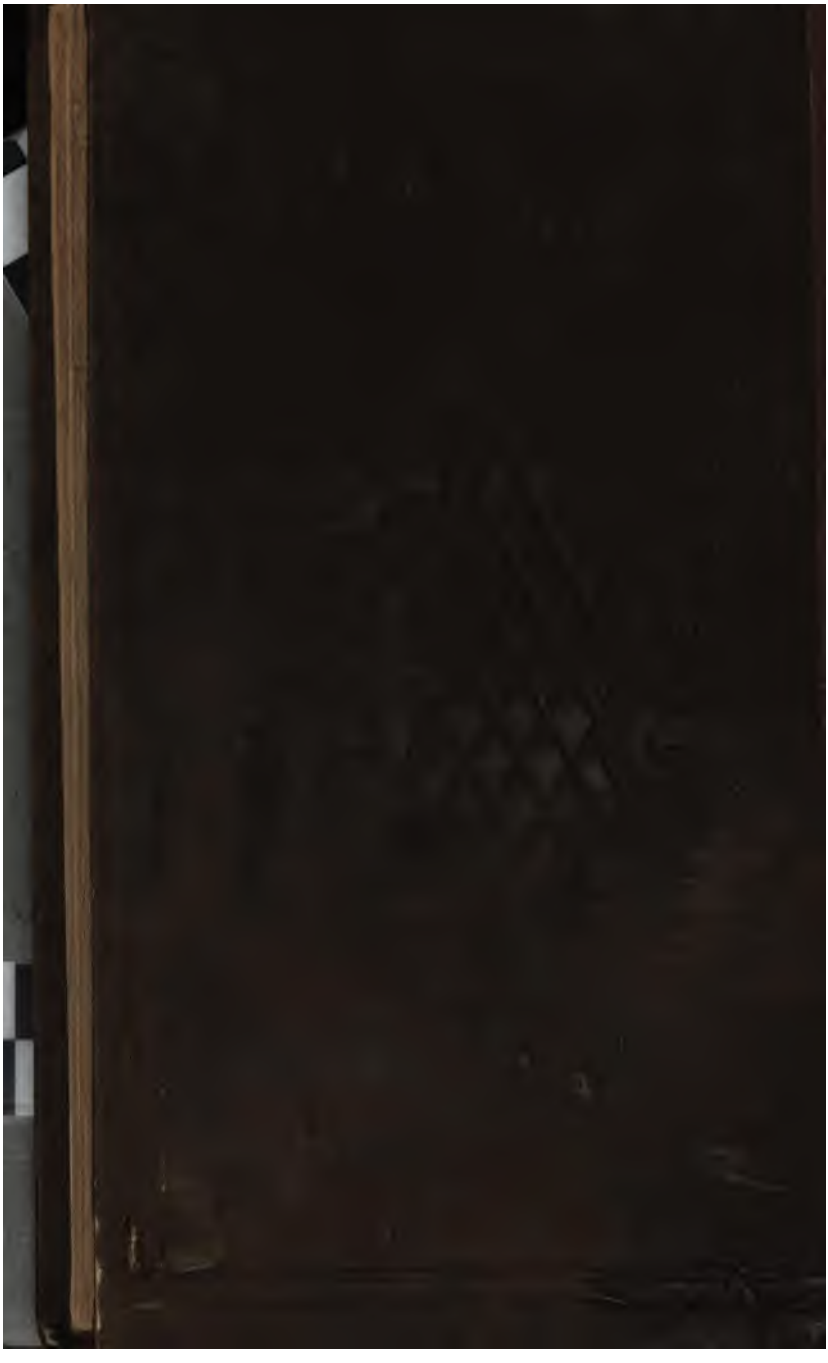
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